



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

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

NOGA ID

Application stamp-in date and time

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

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

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

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

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

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**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
1,000 Lubbock County youths ages 12-17 presented with a substance use disorder, a majority of whom are not receiving treatment for alcohol use, illicit-drug use, or a psychiatric comorbidity	A public recovery high school providing students suffering from addiction an opportunity to continue their high school education in a sober environment by combining academics, accredited rehabilitation treatment and social support. This will include both school-based and community-based recovery support systems informed by existing agencies.
District is under-performing state averages in all core content areas for "Meets" in all grades. LISD: Math 45%; ELAR 41%; Sci 46%; SS 48%; Writ 28% Texas: Math 52%; ELAR 48%; Sci 54%; SS 55%; Writ 38%	Establish a suite of services with Communities in Schools focused on Academic Assistance and Enrichment. Services will include, but are not limited to, accelerated and remedial education activities, credit recovery support, Homework Help, social-emotional learning, community service, and character building clubs.
72.5% of students are economically disadvantaged (state 60.6%). Sites with high At-Risk %. Matthews 98.1%, PIA 91.3%; LCJJC 87.5%; Bean 68.9%; OL 65.7%	Establish a suite of services with Communities in Schools focused on Family Support Services and College/Workforce Readiness. Services will include, but are not limited to, adult education, health & nutrition, college awareness, connecting families with community resources, career development activities, college test prep, and career mentoring.

**5. SMART Goal**

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

By the end of the first year of operation, Lubbock ISD 21st Community Learning Centers (CLCs) will have between 10-15% of each campus site's enrolled students participating in CLC activities in compliance with grant attendance requirements. In addition, students who attended the program for 30 days or more (aka "regular" attendee), who needed to improve their performance in reading and math demonstrate improved performance of 10% on required state assessments from SY 2018-2019 and district interim assessments from fall to spring SY 2021-2022. Lastly, sites will see an increased percent of students' school days enrolled that meets the district ADA of 95%, and a reduction of each students' number of criminal and non-criminal referrals by 20% from SY 2019-2020.

**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**

- Develop theory of action and logic model for each center in consultation with CIS
- Formalize partnership with CIS for 21st CLCs, including data sharing agreement.
- Staff positions at all sites.
- Enact CIS quality assurance plan
- Establish Community Advisory Council work plan and roster
- Deploy needs assessments for each site and draft summary report
- Begin services. Establish baseline data for student attendance, discipline, and academic achievement.
- Reporting targeted student and family attendance in Tx21st

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

**Second-Quarter Benchmark**

- Monitor progress of participating students in compliance with grant performance measures, including students identified who show growth in ELAR, Math, GPA, attendance rate, and behavioral incidents.
- Monitor progress of CLCs to ensure compliance with Quality Indicators of "Implementing" or higher
- Improve regular student attendance by 10% over baseline numbers
- Decrease student discipline incidents of students regularly attending center activities by 20%
- Improve participating students' performance on interim district assessments by 10%
- Reporting targeted student and family attendance in Tx21st

**Third-Quarter Benchmark**

- Monitor progress of participating students in compliance with grant performance measures, including students identified who show growth in ELAR, Math, GPA, attendance rate, and behavioral incidents
- Monitor progress of CLCs to ensure compliance with Quality Indicators of "Implementing" or higher
- Improve regular student attendance by 10% over baseline numbers
- Decrease student discipline incidents of students regularly attending center activities by 20%
- Improve participating students' performance on interim district assessments by 10%
- Develop sustainability plan
- Reporting targeted student and family attendance in Tx21st
- Independent evaluation from the Texas Tech Center for Research in Leadership & Education

**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.

Lubbock ISD will ensure that all 21st CLCs are evaluated according to the Texas ACE Local Evaluation Guide. The Center for Research in Leadership and Education in the College of Education at Texas Tech University has been identified as our independent evaluator because of their training and experience in program evaluation. The evaluation team is composed of Dr. Jon McNaughtan, an Assistant Professor of Educational Psychology & Leadership; Dr. Jessica Gottlieb, an Assistant Professor of Educational Psychology & Leadership; and Dr. Hugo Garcia, Assistant Professor of Educational Psychology & Leadership. Our local evaluation framework will be grounded in an overall evaluation and continuous improvement cycle. Central to this is the local evaluation team that includes a Site Coordinator, Family Engagement Specialist, and other staff, volunteers, & community partners providing unique services at each center. Each center has oversight from a Project Director and the CIS Chief Program Officer. The Project Director pulls center data weekly, and meets with the site coordinator to ensure the center is on track for attendance and participation. In addition the Chief Program Officer Meets with the Project Director weekly to ensure all centers are meeting established goals. A center not meeting established benchmarks are immediately placed on a CIS Corrective Action Plan that addresses these deficiencies, determined by CIS and Lubbock ISD administration. This report documents the incident(s) at issue. The supervisor or manager discusses the report with the appropriate administrator to determine the type of action needed with the employee and communicates the behavior change that needs to take place and/or the actions that need to be discontinued.

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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.

A. Needs Assessment - Every Lubbock ISD campus undergoes an annual comprehensive needs assessment as a requisite part of their campus improvement plan (CIP), aligned with the broader district improvement plan. Three of the center sites (Matthews, OL Slaton, Bean) also have a Targeted Improvement Plan (TIP). As part of our System of Great Schools district-wide strategy, Lubbock ISD conducts an annual school planning cycle to evaluate the quality of our school portfolio and make decisions about school actions in support of our "North Star" goal of having 80% of students served in A- or B-rated schools within five years. The Lubbock ISD leadership team uses a Quality Seats Analysis (QSA), which includes academic, enrollment, and demographic data, long-term trends, and community input, to clearly tier schools, identify neighborhoods in most need of improved school options, and track progress on the number and percent of schools and students in each performance tier. CIS-SP® ACE Site Coordinators complete a center level needs assessment annually (updated as need throughout the year), which includes: campus profile sheet, stakeholder meeting planning and verification, campus policies and protocols, needs, assets, and proposed programming at-a-glance by component (academics, enrichment, college and workforce readiness, and family engagement). In addition, campuses engaged in empathy interviews, community forums, organizational health inventories (OHIs), and stakeholder interviews to solicit additional feedback on campus needs.

B. Student Populations "Most in Need" - At each center site, the CIS goal is to serve between 10-15% of the total campus population by the end of year one, and at least 30% of the total campus population by the end of continuation funding, excepting the Recovery High School and LCJJC where 50% of students will be served by the end of year one:

- (1) Recovery: Students identified as "At-Risk." 100% of 40-50 students will have substance abuse disorders. LCJJC noted that meeting the mental health/substance use disorder needs of youth is their greatest challenge.
- (2) OL Slaton: 265 students identified as "At-Risk." Lowest rated middle school in Texas for TEA SY '18-19 accountability.
- (3) Matthews: 100 students identified as "At-Risk," & >100 transitional students. 2018-2019, the mobility rate was 94.1%.
- (4) Bean: 348 academically underperforming students. Lowest rated elementary in 2019 QSA, dropping 23 pts from 2018.
- (5) PIA: 80 students identified as "At-Risk," & additional transitional students. CIP notes 99% mobility rate & high recidivism.
- (6) LCJJC: 50 students with criminal discipline incidents, & additional transitional students. QSA notes a 97% mobility rate and a lack of academic opportunity/awareness as contributing factors.

C. Student Recruitment - The CIS Site Coordinator is responsible for identifying & recruiting students to regularly attend and participate in CLC activities. Lubbock ISD will provide CIS with data on the at-risk students groups, meet with campus leaders, consult with classroom teachers, and directly contact the identified students & families recommended for CLC participation. The Site Coordinator will meet with campus leaders monthly to discuss recruitment/participation progress & to communicate about ongoing recruitment throughout the year. These meetings will review assessment, discipline, & other student data to identify "high needs students." For students already participating, individual progress will be noted. The programs will communicate and engage with families in ways that are accessible, flexible and enable meaningful participation in their children's education, including distributing bi-lingual communications in paper and electronic formats, along with making phone calls and/or home visits to ensure CLC services and opportunities for engagement are effectively communicated to families and community members. In addition, each site will host family engagement activities that will accommodate the needs of working families, including events at Lubbock ISD facilities and other community-based sites at times and with formats that draw in and empower all of our families to be active partners in their children's education, such as hosting family literacy nights. Lubbock ISD will also provide transportation on an as-needed basis.

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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 mission of Lubbock ISD is to nurture, develop, and inspire every child, every day. As evidenced by our implementation of the System of Great Schools strategy, we are committed to moving more of our students into high quality schools year over year. Coming out of our Board’s Lone Star Governance workshop last year, our district committed to the bold goal of ensuring 80% of our students would be served in A- or B-rated schools within five years, nearly double our 2019 performance. Our annual school planning cycle, informed by our QSA, is the process through which we identify schools that are strong candidates for school actions. To measure student progress Lubbock ISD uses a number of data points, including the SAS EVAAS gain index; student achievement on STAAR, Istation, district interim assessments, and EOC exams; discipline incidents; and individual education plans (IEPs). In these metrics, CIS has been a long-standing, effective partner with Lubbock ISD using its traditional academic support system, seeing positive academic outcomes on state standardized assessments and district interim assessments since 1999. In SY 2019-2020, CIS engaged 1,645 students across Lubbock ISD, showing marked improvement in students outcomes in academic achievement (93.35% of students), behavioral incidents (88.62%), attendance (89.47%), receiving social service support for identified needs (98.84%), promoted to the next grade (98.47%), stayed in school (99.83%), and on-time graduation (86.96%).

By the end of year one, the project team expects the following impacts at each CLC site in alignment with this program’s performance measures:

- 50% of students in Grades 4–8 participating in 21st CCLC programming during the school year and summer demonstrate growth in reading/language arts on state assessments.
- 50% of students in Grades 4–8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.
- 50% of students in Grades 7–8 and 10–12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted grade point average (GPA) less than 3.0 who demonstrated an improved GPA.
- 75% of youth in Grades 1–12 participating in 21st CCLC during the school year and summer will show an improved attendance rate who had a school-day attendance rate at or below 90% in the prior school year.
- 50% of students in Grades 1–12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.
- 50% of students in Grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.
- 30% of targeted students served for 45 days or longer during the grant period.
- 100% of Quality Indicators in which the grantee scored a value of “Implementing” or higher.

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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.

A Site Coordinator, Family Engagement Specialist, and other support staff, volunteers, & community partners provide unique services at each center. Each center has oversight from a Project Director and the CIS Chief Program Officer. The Project Director pulls center data weekly, and meets with the site coordinator to ensure the center is on track for attendance, participation, and strong alignment with the regular school day, including TEKS alignment. CIS trains site coordinators specifically on school day alignment to ensure students are engaging in consistent educational environments, with a particular emphasis on student "voice and choice" for middle and high school students where buy-in is critical to ensure consistent participation and regular attendance. This flexibility is critical for Lubbock ISD, whose participation in SGS provides allowances for relative curricular and pedagogical autonomy from campus to campus. For all activities, the site coordinator will ensure a student/staff ratio of 15:1, check attendance, review lesson plans daily, and ensure activities are aligned with the campus' ESF priority levers as determined in respective campuses' CIP, TIP, and/or School Action Fund school design plan by meeting regularly with campus leaders. In addition, the Chief Program Officer, Project Director, and/or independent evaluator will perform unannounced on-site checks contingent upon public health guidelines. A center not meeting established benchmarks are immediately placed on a CIS Corrective Action Plan that addresses these deficiencies based on the Quality Indicators of the ACE Quality Assurance Process. This report documents the incident(s) at issue. The supervisor or manager discusses the report with the appropriate administrator to determine the type of action needed with the employee and communicate the behavior change that needs to take place. The specific activities listed below are representative of the highest needs of each campus from the Texas ACE Four-Component Activity guide, but Lubbock ISD and CIS may also add or remove services based on the needs of the center, community feedback, and the choices and requests made by our students.

(1) Recovery - Will be the only public school that serves students with substance abuse disorders within 350 miles. Its students will have varied, unique needs in a sober environment that combine academics, accredited rehabilitation treatment & social support. This will include both school-based & community-based recovery support systems. Activities will support drug and violence prevention, counseling programs/referrals, parent support groups, food and nutrition, CTE programs, connecting families with community resources, & character building clubs.

(2) Matthews - Matthews Learning Center is an alternative high school currently engaged in a School Action Fund blended learning re-design process. Its student population has unique needs including daycare, night school, transportation, unreliable internet access, and exigent home environments. Specific activities will include technology literacy, after hours daycare, door to door transportation, financial literacy and budgeting, nutrition & eating habits, relationship skills, test taking skills, speech and debate, social skills, accelerated & remedial education.

(3) OL Slaton - Has seen a dramatic decline in student growth & achievement over the last three years & is currently engaged in a SAF district-designed restart process. Its new academic model will focus on personalized learning with a curricular focus on literacy and CTE engagement. Specific activities will include language ESL/LEP, Literacy programs, Math activities, Natural Science, conflict resolution, fitness, family counseling/supportive, career clubs, career days, career field trips, career mentoring shadowing, parent/family events & activities.

(4) Bean - Student achievement and growth have seen a rapid decline over the last three years. Additional services are needed to support a turnaround of this trend including critical thinking skills, STAAR prep, homework prep, literacy programs, connecting families with community resources, families as partners in their child's education planning process, family literacy programs, health and nutrition, parent/family activities, and technology literacy.

(5-6) LCJJC/PIA - Students often lack the systematic encouragement and positive reinforcement necessary to build academic resilience. In addition, many students have exigent home environments that contribute to lower academic achievement, poor attendance, and behavioral issues. Specific activities to support students in overcoming these challenges will include credit recovery support, math, conflict resolution, adult education, computer literacy, career exploration, college counseling, STAAR/EOC prep, Life skills, relationship skills, technology literacy, job recruiting/ placement, family counseling and vocational training.

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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

Lubbock ISD is partnering with Communities in Schools to operate its 21st Century Community Learning Centers. CIS currently operates its traditional case management and academic support model on 23 Lubbock ISD campuses, but has never operated its ACE Framework in a Lubbock ISD school. CIS has been a long-standing, effective partner with Lubbock ISD using its traditional academic support system, seeing positive academic outcomes on state standardized assessments and district interim assessments since 1999. In SY 2019-2020, CIS engaged 1,645 students across Lubbock ISD, showing marked improvement in students outcomes in academic achievement (93.35% of students), behavioral incidents (88.62%), attendance (89.47%), receiving social service support for identified needs (98.84%), promoted to the next grade (98.47%), stayed in school (99.83%), and on-time graduation (86.96%). This partnership will contribute to Lubbock ISD's "North Star" goal as part of our System of Great Schools district-wide strategy of having 80% of students served in A- or B-rated schools by 2024.

(A) Statutory Priority 1

- Comprehensive/targeted campuses: OL Slaton, Matthews, Bean
- "At-Risk " students percentage: OL Slaton- 65.7%; Matthews- 98.1%; Bean- 68.9%; PIA- 91.3%; LCJJC- 87.5%

(B) Statutory Priority 2

- Partner: Communities in Schools of the South Plains
- Campuses receiving Title I, Part A Funds: OL Slaton, Matthews, Bean

(C) Program Priority 1: Lubbock ISD's implementation of the System of Great Schools Theory of Action continues to identify opportunities to provide operational flexibility in support of our strategic school actions. We have a strong track record of senior leadership collaboration focused on modifying practices that unnecessarily restrict the potential impact of school actions. Three of the center sites (Matthews, OL Slaton, Recovery) are currently undergoing action as recipients of School Action Fund planning grants for SY 2020-2021, which will apply for implementation funding for the next two years. In addition, Recovery is submitting a Texas Partnerships (S.B. 1882) application to further support the high needs of its unique student population. Each of these schools is developing an Effective Schools Framework-aligned academic model whose effective components will be replicated in part or in whole on all Lubbock ISD campuses as the district makes progress towards its "North Star" Goal. Additionally, this sites will expand some services provided at other Lubbock ISD campuses, including the Lubbock Partnership Network (LPN), our in-district charter network composed of four campuses built on the Accelerating Campus Excellence (ACE) model and support by Texas Partnership funding, as well as Estacado Early College High School, aligned to TEA's ECHS blueprint. Effective activities will utilize the sustainability processes recommended by the Afterschool Alliance, detailed in statutory requirement 9. These centers, where applicable, will also support secondary students in career pathways.

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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.

Lubbock ISD will implement Communities in Schools established ACE program, which has proven effectiveness at other school districts in the South Plains. This program deploys a nine step recruitment and retention process along with community feedback measures including student and parent satisfaction surveys. We are committed to seeking out and applying best practices, including those with a strong evidence-base to support their impact on our students who are farthest from opportunity and positioned to most benefit from 21st CLC programming.

We plan to leverage the rich, evidence-based playbook used by CIS in their many successful 21st CLC partnerships across the state, along with tapping into resources including the What Works Clearinghouse and the Washington State Institute for Public Policy Benefit-Cost Analysis to ensure only the highest impact programming is implemented. There will be a particular focus on strategies with demonstrated outcomes, such as high-dosage tutoring. High-dosage tutoring can help mitigate learning loss, with some studies showing it makes up for five months of learning (Slavin) and others with gains of one to two additional years of math (Hamilton Project). High-dosage tutoring improves outcomes for Black and Hispanic students by increasing both attendance and ELA scores (Fryer). In fact, the Hamilton Project found high-dosage tutoring effectively narrowed the black-white math test score gap by almost a third in just one year.

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

Matthews, PIA, and LCJJC serve the entirety of Lubbock ISD, making transportation a critical issue for center attendance, participation, and effectiveness. O.L. Slaton and Bean are neighborhood schools with younger students that will require transportation services in order to accommodate working families. Lubbock ISD will provide additional busing services at all center sites to ensure students are able to attend all desired CLC activities, travel home safely, and attend CLC field trips. Transportation will also be provided on an as-needed basis for students who are referred to external partners for counseling or mental/physical health appointments, and door-to-door transportation will be provided to students who demonstrate a particular need (e.g. car seat required for infants). Individual transportation accommodations will be met through a Lubbock ISD fleet vehicle or by employee reimbursement through Lubbock ISD Procurement Services. All transportation to and from center sites will ensure students are able to reach their destination within the requisite 30 minute time frame door-to-door. Lastly, due to the needs of the campus communities, additional transportation services will be provided for Lubbock ISD families attending CLC events to ensure that community members wishing to attend are able to do so.

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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.

The Department of Communications and Community Relations (CCR) is responsible for promoting positive, responsible, and transparent public relations between the Lubbock Independent School District and the community. We will use the communication and engagement playbook built out for our seven School Action Fund campuses as a framework for our 21st Century Community Learning Centers (CLCs). CCR will coordinate internal and external districtwide communications regarding changes to CLCs in close partnership with the school leadership teams and Communities in Schools (CIS). We will ensure great care is taken to consider the broader community to include internal, parent/family, student and external groups. The CCR team will work closely with the campus leadership teams to articulate the mission and goals of the school while providing opportunities for input, feedback, and comments regarding many different aspects of each CLC ranging from curriculum and instruction, special offerings, and community partnership collaboration. Once a communication plan is established, implementation of the plan will include reaching out through the District website, social media, radio and television spots, interviews, mobile notifications, newspaper articles, local news spotlights, and an extensive series of community meetings. Information will be available in multiple languages and in-person and online, and one on one support will be provided for the transfer/enrollment process. CCR will also coordinate with the CIS Director of Marketing and Development to coordinate cross-institutional strategies and opportunities.

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.

Lubbock ISD's implementation of the System of Great Schools Theory of Action continues to identify opportunities to provide operational flexibility in support of our strategic school actions. We have a strong track record of senior leadership collaboration focused on modifying practices that unnecessarily restrict the potential impact of school actions. Three of the center sites (Matthews, OL Slaton, Recovery) are currently undergoing action as recipients of School Action Fund planning grants for SY 2020-2021, which will apply for implementation funding for the next two years. In addition, Recovery is submitting a Texas Partnerships (S.B. 1882) application to further support the high needs of its unique student population. Each of these schools is developing an Effective Schools Framework-aligned academic model whose effective components will be replicated in part or in whole on all Lubbock ISD campuses as the district makes progress towards its "North Star" Goal. Additionally, this sites will expand some services provided at other Lubbock ISD campuses, including the Lubbock Partnership Network (LPN), our in-district charter network composed of four campuses built on the Accelerating Campus Excellence (ACE) model and support by Texas Partnership funding, as well as Estacado Early College High School, aligned to TEA's ECHS blueprint.

Lubbock ISD and CIS expect that these effective measures will result in both short and long term growth for students' academic achievement. In the short term, the project team expects increased students performance on district interim assessments, attendance rate, a reduction of behavioral incidents, and successful promotion to the next grade. Long term, by the end of the continuation funding period (5 years), the project team expects increased student graduation rates, a reduction in dropout rates, increased credentialing and certification, increased secondary acceptance rates into 2 and 4 year institutions.

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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.

In order to sustain the Lubbock ISD 21st CCLC program and continue to build on the longstanding, effective relationship the district has with CIS, district leaders will take the following actions to support post-grant CLC operations as recommended by the Afterschool Alliance, a nationally based nonprofit funded by the Department of Education and the Mott Foundation with more than 25,000 after school partners, including 21st CCLCs:

(A) Develop a Vision - Focal focal point that brings your program staff, parents, participants, community partners and supporters together. The ability to convey your vision clearly to others is essential for maintaining and attracting support, including action steps already taken and those needed for sustainability.

(B) Building Collaboration - Community partners each possess unique skills and resources. It increases the number of people concerned with your program's sustainability and offers more avenues or access to potential funding sources. Lubbock ISD will (1) Identify key partners who can help achieve the district's vision; (2) Consider the best way to involve your partners and make the most of the resources they have to offer; (3) Create and implement outreach and communications efforts to keep your partners informed of developments, challenges and successes

(C) Advocate for Support - Advocates play an integral role in building public awareness, garnering public and private resources and fostering relationships with decision makers that can prove beneficial. Lubbock ISD will (1) Identify who our program's advocates are and determine which ones have influential connections that can be tapped; (2) determine which decision makers your supporters need to contact and the best approaches for them to do so.

(D) Finding Funding - Lubbock ISD will (1) Pursue additional funding before the initial grant period expires; (2) maximize existing resources (funding and in-kind); (3) assign responsibility to identify and pursue other funding; (4) creating new funding sources by strategically using our community partners.

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)

Lubbock ISD encourages volunteers to support CLC activities, especially parents, family members, and community organizations. Anyone seeking to volunteer on a Lubbock ISD campus or facility is required to undergo a background check to ensure they are legally allowed to be on campus and around minors. Any volunteer or volunteer organization must also receive approval to operate on a Lubbock ISD campus by the campus principal. Volunteers organizations must apply to work through the district's Partners in Education program, overseen by a Community Relations Specialist. Communities in Schools will have relative autonomy to recruit and recommend volunteers and volunteer organizations, but any prospective volunteers must receive a background check and approval from the campus principal before beginning services. CIS recruits its volunteers through Volunteer Centers of Lubbock, a regional nonprofit that has a longstanding relationship with the Lubbock community and active partnerships with over 100 community organizations in the South Plains.

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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 CIS Site Coordinator is typically responsible for identifying and recruiting students to regularly attend and participate in CLC activities. Lubbock ISD will provide CIS with data on the at-risk students groups, meet with campus leaders, consult with classroom teachers, and directly contact the identified students and families recommended for CLC participation. The Site Coordinator will also meet with campus leaders monthly to discuss recruitment/participation progress and to communicate about ongoing recruitment throughout the school year. These meetings will review assessment, discipline, and other pertinent student data to identify "high needs students." For students already participating, individual progress will be noted. The Site Coordinator will distribute traditional, bi-lingual applications in paper and electronic formats, along with making phone calls and/or home visits, if necessary, to ensure CLC services are effectively communicated to campus community members. In addition, each site will host family engagement activities that will accommodate the needs of working families, including recruiting events at Lubbock ISD facilities and other community-based sites. Lubbock ISD will also provide transportation on an as-needed basis to ensure students and families have the ability to attend these community events.

For grades PreK-8: Student comprising 10% of total campus enrollment will attend 45+ days at 120 minutes per day during the year (fall, spring) or 240 minutes during the summer and 12+ days at 240 minutes per day during the summer program by the end of the first year. This target percentage will grow to 30% during continuation funding.

For grade 9-12: Students comprising 10% of total campus enrollment will attend 45+ days or more during the entirety of the school year (fall, spring, and summer) at 90 minutes or more for each time period by the end of the first year. This target percentage will grow to 30% during continuation funding.

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.

Every Lubbock ISD campus undergoes an annual comprehensive needs assessment completed by the campus leadership team as part of the Campus Improvement Plan process. Each Lubbock ISD 21st Century Community Learning Center will also undergo an annual ACE aligned needs assessment administered by Communities in Schools that is separate from the annual Lubbock ISD comprehensive needs assessment. Data is compiled from four areas: (1) Demographics; (2) Student Academic Achievement; (3) School Processes & Programs; and (4) Perception. Campus leaders identify strength and weakness in each of these areas, then craft priority problem statements based on this summary data, including the identification of potential root causes. Each of high needs student groups, high needs areas, and community needs discussed in this application was derived from the comprehensive needs assessment process that is essential to establishing campus growth towards its identified goals and contributions to broader district goals as part of the District Improvement Process.

These needs assessments helped district leaders identify Lubbock ISD CLC sites and their general staffing and budgetary needs. For example, OL Slaton, Matthews, and Bean identified lack of parent and/or community engagement as a concern on each of their campuses, making these services a priority for those sites. On the other hand, LCJJC and PIA both identify lack of academically enriching opportunities for students as contributing factors to a lack of student progress, making these services a priority for those sites. These needs assessments also informed the staffing at CLC sites. Lubbock ISD does not have the internal capacity experience in out-of-school time programming to identify and hire competent Site Coordinators for all of the identified campuses, so we sought out an expert partner in CIS, who provide Site Coordinators to manage daily activities a Project Director to manage the program, and a family engagement specialist to coordinate community events at each site. In addition, Lubbock ISD expects CIS to identify and recruit instructional leaders at each site to assist in CLC lesson planning and instruction.

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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)	
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	

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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.	CIS Staff (Project Director, Field Activity Specialist, Program Assistant)	\$240,000
2.	Site Coordinators	\$300,000
3.	Support Staff (Sponsors for activities, Lubbock ISD teachers, mentors, etc.)	\$90,000
4.	Instructional Coaches/Designers (2 per site)	\$50,000
5.		

**Professional and Contracted Services**

6.	Independent Evaluator	\$60,000
7.		
8.		
9.		
10.		

**Supplies and Materials**

11.	Program expenses and activities	\$400,000
12.		
13.		
14.		

**Other Operating Costs**

15.	Community Engagement	\$120,000
16.	Travel to grant required trainings, conferences, workshops, and meetings	\$120,000
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

*You may duplicate this page.*

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

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

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

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## Center Operations Schedule

County-district number or vendor ID:

### 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	152901156	Bean Elementary School, 3001 Avenue N, Lubbock, TX 79411, 806-219-0089	0	Prek-5	125	50
2	152901011	Matthews Learning Center, 417 N Akron Ave, Lubbock, TX 79415, 806-219-0089	0	9-12	40	20
3	152901068	O.L. Slaton Middle School, 1602 32nd St, Lubbock, TX 79411, 806-219-0089	0	6-8	100	50
4	152901007	Priority Intervention Academy, 1323 E 24th St, Lubbock, TX 79404	0	6-12	30	15
5	Unavailable	Recovery High School, Site to Be Determined by Board of Trustees	0	9-12	30	15
6	152901017	Lubbock County Juvenile Justice Center, 2025 N Akron Ave, Lubbock, TX 79415	1	6-12	40	20
7						
8						
9						
10						



Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	152901156	Bean Elementary School, 3001 Avenue N, Lubbock, TX 79411, 806-219-0089						PreK-5	125	50			
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		08/16/21			12/17/21			13					
Spring Term		01/05/22			05/20/22			16					
Summer Term		08/02/21 05/23/22			08/13/21 07/01/22			5					
Total number of weeks:								34					
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	8:00	11:59	1:00	3:00	
Tuesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	8:00	11:59	1:00	3:00	
Wednesday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	8:00	11:59	1:00	3:00	
Thursday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	8:00	11:59	1:00	3:00	
Friday	6:45	7:45	3:30	5:30	6:45	7:45	3:30	5:30	8:00	11:59	1:00	3:00	
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				30				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		District dates for SY 2021-2022 have not yet been determine. Schedule approximates providing 21 <sup>st</sup> CCLC access prior to school year start and after school year.											
<b>Parent/Legal Guardian Activities</b>													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 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	152901011	Matthews Learning Center, 417 N Akron Ave, Lubbock, TX 79415, 806-219-0089						9-12	40	20			
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		08/16/21			12/17/21			13					
Spring Term		01/05/22			05/20/22			16					
Summer Term		08/02/21 05/23/22			08/13/21 07/01/22			5					
Total number of weeks:								34					
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00	
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00	
Wednesday	7:30	8:30	12:00	6:00	7:30	8:30	12:00	6:00	8:00	11:59	1:00	3:00	
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00	
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00	
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	19				19				30				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Wednesdays will be ½ days for grades 11-12 in Matthews SAF re-design. CLC will be open for those students to provide additional services as support outside of their formal day. Due to temporary placement of many students in this alternative school setting, the number of students served at this site may be significantly higher.											
<b>Parent/Legal Guardian Activities</b>													

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 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	152901068	O.L. Slaton Middle School, 1602 32nd St, Lubbock, TX 79411, 806-219-0089						6-8	100	50			
Feeder													
Feeder													
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks					
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term		08/16/21			12/17/21			13					
Spring Term		01/05/22			05/20/22			16					
Summer Term		08/02/21 05/23/22			08/13/21 07/01/22			5					
Total number of weeks:								34					
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	11:59	1:00	3:00	
Tuesday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00	11:59	1:00	3:00	
Wednesday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00	11:59	1:00	3:00	
Thursday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00	11:59	1:00	3:00	
Friday	7:15	8:15	4:00	6:00	7:15	8:15	4:00	6:00	8:00	11:59	1:00	3:00	
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				30				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>													

Texas ACE Center Operations Schedule (one per center)								Program Year 2021-2022				
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target		
Center	152901007	Priority Intervention Academy, 1323 E 24th St, Lubbock, TX 79404						6-12	30	15		
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/21			12/17/21			13				
Spring Term		01/05/22			05/20/22			16				
Summer Term		08/02/21 05/23/22			08/13/21 07/01/22			5				
Total number of weeks:								34				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				30			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Due to temporary placement of many students in this alternative school setting, the number of students served at this site may be significantly higher.										
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	Unavailable	Recovery High School, Site to Be Determined by Board of Trustees				9-12	30	15				
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		08/16/21		12/17/21		13						
Spring Term		01/05/22		05/20/22		16						
Summer Term		08/02/21 05/23/22		08/13/21 07/01/22		5						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:00	11:59	1:00	3:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				30			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	152901017	Lubbock County Juvenile Justice Center, 2025 N Akron Ave, Lubbock, TX 79415					6-12	40	20			
Feeder	152901015	Lubbock Country Juvenile Justice Alternative Education Program, 2025 N Akron Ave, Lubbock, TX 79415					6-12					
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			08/16/21			12/17/21			13			
Spring Term			01/05/22			05/20/22			16			
Summer Term			08/02/21 05/23/22			08/13/21 07/01/22			5			
Total number of weeks:									34			
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			4:00	7:00			4:00	7:00			1:00	7:00
Tuesday			4:00	7:00			4:00	7:00			1:00	7:00
Wednesday			4:00	7:00			4:00	7:00			1:00	7:00
Thursday			4:00	7:00			4:00	7:00			1:00	7:00
Friday			4:00	7:00			4:00	7:00			1:00	7:00
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				30			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Due to the unique, residential requirements of LCJJC, before school activities are not possible. In addition, instruction occurs in ½ days throughout June, necessitating afternoon/evening activities during the summer. Due to temporary placement of many students in this alternative school setting, the number of students served at this site may be significantly higher.										

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center												
Feeder												
Feeder												
<b>Parent/Legal Guardian Activities</b>												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												

<b>Texas ACE</b>							<b>Program Year</b>					
<b>Center Operations Schedule (one per center)</b>							<b>2021-2022</b>					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 8	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center												
Feeder												
Feeder												
Parent/Legal Guardian Activities												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
Total Hours Per Week:												
Adjunct Sites, If applicable (site name and full address)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												



<b>Parent/Legal Guardian Activities</b>	
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Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):		End Date (MM/DD/YY):		Total Weeks						
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term												
Spring Term												
Summer Term												
Total number of weeks:												
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

**CONTRACT REVIEW AND ROUTING**

Vendor: Plains

Vendor Number: 18509 Buyer Initials CR

Please review the attached contract/agreement, initial this form and route to the next signatory highlighted. Once the contract/agreement has been signed please return to the Purchasing & Contract Services Department. The original contract/agreement will be sent back to the initiator, who will be responsible for returning the signed contract to the contracting party.

**Less than \$2,500:**

Reviewer	Initials	Date
Principal or Department Head		
Federal Programs		
Contract Specialist- Procurement Services		
Assistant Superintendent for Student & School Support		
Assistant Superintendent for Curriculum/Instruction		
Executive Principal-		
Associate Superintendent	See contract for signature	

**\$2,500 - \$9,999:**

Reviewer	Initials	Date
Principal or Department Head		
Federal Programs		
Contract Specialist- Procurement Services		
Assistant Superintendent – Human Resources		
Assistant Superintendent for Student & School Support		
Assistant Superintendent for Curriculum/Instruction		
Executive Principal-		
Chief Technology Officer (Software Contracts)		
Chief Operations Officer	See contract for signature	
Associate Superintendent	See contract for signature	

**\$10,000 - \$24,999:**

Reviewer	Initials	Date
Principal or Department Head		
Federal Programs		
Contract Specialist- Procurement Services		
Assistant Superintendent – Human Resources		
Assistant Superintendent for Student & School Support		
Assistant Superintendent for Curriculum/Instruction		
Executive Principal-		
Chief Technology Officer (Software Contracts)		
Chief Operations Officer		
Associate Superintendent		
Superintendent	See contract for signature	

**\$25,000 or Greater (\$100,000 or Greater Requires Board Approval):**

Date of Board Approval 09/24/2020 & 08/27/2020 Amount Approved: \$ 506,000.00

Method of Purchase: Non-Competitive Procurement

Reviewer	Initials	Date
Principal or Department Head	<u>CR</u>	9/24/2020
Federal Programs		
Contract Specialist- Procurement Services	<u>CR</u>	9/24/2020
Assistant Superintendent – Human Resources		
Assistant Superintendent for Student & School Support		
Assistant Superintendent for Curriculum/Instruction	<u>MR</u>	9/24/2020
Executive Principal-		
Chief Technology Officer (Software Contracts)		
Chief Operations Officer		
Associate Superintendent	<u>AV</u>	9/24/2020
Superintendent	See contract for signature	

Account Number: 211 Campus Budgets

Contract Dates: See Notes to See Notes

Additional Notes: TEA Approved Non-Competitive Procurement  
Group A- 9/1/2020-08/31/2021  
Group B- 10/1/2020-08/31/2021

CIS-SP Service Delivery Agreement  
2020-2021

SERVICE DELIVERY AGREEMENT

This Service Delivery Agreement, dated the first day of September 2020 by and between the Lubbock Independent School District (hereinafter referred to as "LISD" or "the District"), and Communities in Schools of the South Plains (hereinafter referred to as "CIS-SP"), a non-profit corporation located at 1946 Ave Q, 3rd Floor, Lubbock, Texas 79411, sets out to establish the relationships and responsibilities of both parties in the implementation of a CIS- SP Project on the following campuses:

Group A:

- 1) Coronado High School
- 2) Estacado High School
- 3) Lubbock High School
- 4) Monterey High School
- 5) Dunbar Preparatory Academy
- 6) Cavazos Middle School
- 7) Atkins Middle School
- 8) OL Slaton Middle School
- 9) Alderson Elementary
- 10) Ervin Elementary
- 11) Wester Elementary
- 12) McWhorter Elementary
- 13) Parsons Elementary
- 14) Evans Middle School
- 15) Roberts Elementary
- 16) Dupre Elementary
- 17) Mackenzie Middle School
- 18) Bean Elementary
- 19) Bayless Elementary
- 20) Centennial Elementary
- 21) Irons Middle School
- 22) Williams Elementary

Group B:

- 1) McCool Academy

Kathy Rollo, Superintendent, ratifies and affirms the provisions, relationships and responsibilities set out herein by her execution of this Agreement.

WHEREAS it is the intent of all parties hereto to bring the CIS-SP approved services and resources into the identified campus settings to attempt to facilitate the academic and personal success of students experiencing the effects of at-risk environments by providing the full range of services to those students; and,

WHEREAS, Communities in Schools is contemplated in Chapter 33 of the Texas Education Code, works in conjunction with the Texas Education Agency, and offers a unique model of services for assisting at-risk students; and

CIS-SP Service Delivery Agreement  
2020-2021

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

NOW, THEREFORE, in consideration of the mutual covenants and fees provided for herein, the receipt and sufficiency of which is hereby acknowledged, the parties to this Service Delivery Agreement agree to the following:

All parties hereto mutually agree as follows:

The term of this Service Delivery Agreement for "Group A" campuses shall be from September 1, 2020 through August 31, 2021 and for "Group B" campuses shall be from October 1, 2020 through August 31, 2021. This Service Delivery Agreement may be terminated, without penalty, by either party by providing thirty days written notice of termination to the other party. Written notice must be delivered via certified mail return receipt requested or national carrier to the addresses set forth above, and made to the attention of CIS-SP's Chief Executive Officer or LISD's Superintendent, as applicable. If, Lubbock ISD terminates the contract, compensation and services shall cease; except, however, CIS-SP shall be entitled to receive compensation for work completed, satisfactory up to the date of termination. If termination occurs in the middle of the payment period, compensation shall be prorated against the monthly payment next due in relation to the services performed.

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

The CIS-SP site staff, the school Principal, and the school's site-based decision-making committees shall proceed in a joint collaboration of services between the LISD campus' programs and CIS-SP Project. Communication between these entities will be ongoing to address case management and other programmatic issues.

CIS-SP agrees to undertake the following:

CIS-SP, under its Standards and this Agreement, shall provide to identified students a program of services which includes: a. Counseling and/or Supportive Guidance; b. Education and Academic Enhancement Activities; c. Parental and Family Involvement Activities; d. Health and Social Service Referrals; e. Pre-Employment Skills Training and College and Career Readiness Activities; and f. Educational and

CIS-SP Service Delivery Agreement  
2020-2021

Cultural Enrichment Opportunities. CIS-SP staff cannot fulfill additional duties (administrative, clerical or otherwise) that would usually be assigned to LISD employees.

CIS-SP Project may provide to the school additional staff and resources for the benefit of students. The staff and resources, as approved by both LISD and CIS- SP, will offer a multi-disciplinary approach to serve a manageable number of students.

CIS-SP will provide, on a per-semester basis, a service delivery Campus Plan to the school Principal for review, discussion and approval. This Campus Plan will provide all parties with an outline of Project activities that are aligned to the individual campus needs to be undertaken in the upcoming semester.

CIS-SP maintains and retains case files on each assigned student containing all relevant data requisite to the case and to Project criteria. Case records will only be released in accordance with the Confidentiality of Mental Health Information statutes under Texas Civil Law, and other applicable state and federal law.

CIS-SP agrees to provide management, administrative, logistical and technical support to each Project, as warranted, to ensure the success of the project's service delivery initiatives. The CIS-SP Site Coordinators, under the supervision of the CIS-SP Program Director and in cooperation with the CIS-SP Management Team (under the direction of the CIS-SP Executive Director and Board of Directors), is responsible for oversight of CIS-SP Project activities.

CIS-SP staff shall follow procedures for disciplinary action and grievance outlined in the CIS-SP personnel policies and consistent with state law and LISD district policy. CIS-SP personnel remain employees of CIS-SP while assigned to each Project and are under the direct supervision of the assigned CIS-SP Program Director. Agency repositioned staff assigned to the Project remain the employee of the assigning agency. The actions of all CIS-SP employees and repositioned staff are carried out under the auspices of CIS-SP supervisors and Campus Principal in accordance with the mutually agreed upon Campus Plans. Any agency repositioned staff will be approved by and CIS-SP before the assignment to a designated Project.

CIS-SP shall notify the school Principal, Counselor, and appropriate legal authorities, as per state and local policies and procedures, cases presented to CIS-SP staff that

CIS-SP Service Delivery Agreement  
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involve the following issues: a) Suicide threats; b) Violent behavior; c) Child abuse; d) Sexual abuse or harassment; e) Legal custody. CIS-SP shall assist in the resolution of any collateral issues when requested by the Principal, and/or Counselor, as appropriate.

CIS-SP, in coordination with LISD, will ensure written or electronic consent has been obtained from the student's parent, guardian or managing conservator as required by Section 38.010 of the Texas Education Code, before on-going services are rendered. CIS-SP will provide LISD evidence of said consent prior to providing outside counseling services.

LISD agrees to undertake the following:

LISD will provide \$22,000.00 per campus for services provided to the schools in "Group A"; and \$22,000.00 per campus for services provided to the schools in "Group B" in service delivery fees to CIS-SP, \$506,000.00 total to be paid in twelve installments. CIS- SP shall invoice LISD monthly for \$40,333.34 for services, beginning September 1, 2020 and \$42,333.34, beginning October 1, 2020 for the remaining term of this Agreement to Communities in Schools of the South Plains, 1946 Ave Q, 3rd Floor, Lubbock, Texas 79411.

In addition, LISD will provide telephone service, office space, and access to copy and fax machines, a designated computer, access to available intranet and/or internet capabilities, and equipment sufficient to facilitate the efficient delivery of services to students within the CIS- SP Project.

Approval of the CIS-SP Campus Plan will be made within two weeks of submittal to the Principal.

Each Principal shall provide the CIS-SP Site Coordinator with the names and responsibilities of the Campus Crisis Management Team and update that information continually.

In accordance with state law and LISD policy, LISD will investigate and, if required, report to the appropriate authorities any cases presented to LISD by CIS-SP under paragraph B (7) above. LISD and CIS-SP agree that nothing contained in this Agreement will create (1) any additional responsibilities to or liabilities for any third party on the part of LISD or CIS-SP; or (2) a contractual relationship or a cause of action in favor of a third party against either LISD or CIS-SP.

To the extent allowed by law, the Principal and/or designee will ensure that CIS-SP Site Coordinator is included in committees, meetings, and/or efforts in which campus-



CIS-SP Service Delivery Agreement  
2020-2021

based entities are coordinating to provide counseling and social services to students.

The Principal and/or designee will provide to CIS-SP, upon request, student data from school records that demonstrate or infer the effectiveness of CIS-SP Project service delivery, in accordance, with LISD policy. Any data requested for a specific student will require a release of information form signed by the parent, legal guardian or managing conservator.

The Principal and/or designee shall inform the CIS-SP Site Coordinator in writing of all developments, policy changes or other issues arising within LISD or the school that directly affects or has the potential to affect the provisions of this Agreement or the operation of the CIS-SP Project.

LISD may request, and CIS-SP will provide as soon as is practical, overall CIS- SP Project service delivery data for specified periods of time which has been maintained by CIS-SP in formats consistent with its organizational requirements.

The CIS-SP Project will be included in the campus' District Improvement Plan, subject to approval by LISD Administration and/or Board of Trustees.

For purposes of this Agreement and compliance with the Family Educational Rights and Privacy Act only, CIS-SP personnel assigned to LISD are considered school officials, and may access educational records of students receiving CIS-SP services to the extent necessary to render services under this Agreement. CIS-SP personnel must keep educational records and information contained therein confidential, and shall fully comply with LISD policies, State law and Federal law governing the disclosure and confidentiality of educational records.

This Service Delivery Agreement constitutes the full and total understanding and agreement of the parties, and any modification, amendment or alteration hereof must be agreed in writing by all parties hereto.

No party to this Agreement waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and agents because of the execution of this Agreement and the performance of the covenants contained herein.

To the extent permitted by applicable law, but without waiver or expansion of any limits established by the Texas Tort Claims Act, each party to this Agreement will indemnify and hold harmless the other parties and their trustees, officers, employees and agents, from and against any and all claims proximately caused by negligence, breach, or other act or omission by the indemnifying party or its trustees, officers, employees, or agents.



CIS-SP Service Delivery Agreement  
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In the event any term, covenant, or condition herein contained shall be held to be invalid by any court of competent jurisdiction, such invalidity shall not affect any other term, covenant, or condition herein contained, provided that such invalidity does not materially prejudice either the LISD or CIS-SP in their respective rights and obligations contained in the valid terms, covenants or conditions hereof.

This Agreement is and will be governed by the laws of the State of Texas.

IN WITNESS WHEREOF this Agreement is effective this 1st day of September 2020:

DocuSigned by: 9/24/2020  
Dr. Kathy Kella  
D7E0D5CA4A4E947C

Superintendent  
Lubbock Independent School District

Kenna West

Chief Executive Officer  
Communities in Schools of the South Plains, Inc.