



2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, Year 1

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

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 08/01/2023 to 07/31/2024 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 Communities In Schools of Brazoria County

Campus name [] CDN [] Vendor ID 760392820 ESC 4 UEI 162096023

Address 4500 Technology Drive Suite 2150 City Angleton ZIP 77515 Phone 713-542-0383

Primary Contact Donna Montes Email dmontes@cistxj.org Phone 713-542-0383

Secondary Contact Stacy Gillaspey Email sgillaspey@cistxjv.org Phone 713-825-2139

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 Donna Montes Title CEO Email dmontes@cistxjv.org

Phone 713-542-0383 Signature Donna Montes Date 01/19/2023

Grant Writer Name Stacy Gillaspey Signature Stacy L. Gillaspey Date 01/19/2023

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 NOGA will be released.

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

Multiple sources of data were collected in the needs assessment process including the Community/County Plans for the three counties served, a Communities In Schools (CIS) Community Needs Assessment; and district and campus stakeholder feedback. According to the 2021-22 Brazoria County Plan, Priority #1 states, "There is a lack of services for juveniles considered to be at-risk for sexual exploitation, including, human trafficking, increased incidence of sexting/display of harmful material, a need for after school care programs. Priority #5 states there is a lack of after-school care programs..." (Pgs. 17-25). The Harris County Plan identifies: Objective 3: "Youth Services/ Child Care-To provide youth services/childcare for 10,000 low- and moderate-income persons, 5-19 years of age, for the purpose of enriching, protecting, and improving quality of life by February 29, 2024. Youth services include but are not limited to counseling, after-school programs, sports and recreational programs, education and tutoring programs, life skills building, self-esteem building, drug and alcohol education, youth retreats, mentor programs, summer youth programs, and job and career counseling." (Page 9). The Wharton County Plan lists priorities: Strengthening Educational Services that Stop the Abusive Cycle, Bullying, along with Substance Abuse and Anger Management." (Pgs. 23-28). CIS-Texas ACE (After School Centers on Education) Community Advisory Committee completed a recent survey in which participants indicated a medium-very high need for out of school time programming to combat negative influences such as not having supervision at home, drugs, theft, incarcerated parents, not enough free extra-curricular activities, crime, gangs, gun violence, and sex trafficking. They also indicated a need for academic assistance, parental involvement, clubs, small-group tutoring, homework assistance, enrichment activities, educational enrichment opportunities, bullying prevention, social emotional learning, and citizenship.

School principals included in the grant indicated a high need for parent/community involvement, social emotional learning, and educational opportunities. Current available resources include staffing, curricula and volunteers.

The proposed program will provide homework assistance, small group and high impact tutoring (HIT), academic enrichment lessons, social emotional learning, enrichment activities, club-based activities, anti-bullying, citizenship, a safe place, and peace of mind and support for working parents at no cost. The criteria for identifying students most in need align with the Texas Education Code 29.081 for students considered at-risk: retained, failed assessment, failing grades, limited English proficiency, under the care of Department of Family and Protective Services or homeless. Additional criteria include students receiving special education services, Section 504 services, who attend less than 90% of the year, or local LEA at-risk criteria. Campus needs assessments and survey results from each of the targeted schools included in this application indicate that the student populations deemed most in need for CIS-Texas ACE services are students who are English Learners, have grades below C in core subjects, students with attendance below 90% during the previous school year, and students in need of Social/Emotional support. The CIS-Texas ACE program plans to serve 740 students who meet the above stated criteria.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

Internal benchmarks have been created to determine progress toward grantee SMART goals. By the end of the first three months of programming, a minimum of 50% (370) of the grant goal of 740 students will be enrolled and participating in CIS-Texas ACE. 100% of the parents/guardians of enrolled students will have been contacted by the site staff to discuss students' needs and program enrollment information. Baseline student data such as core subject grades, school day attendance, and school day engagement and learning will be collected and utilized for measurement of progress. By the end of six months of programming, programs will be at 100% enrollment and will have 50% of students (360) meet their grant goal of 60 days of attendance. By June 1st, all ten programs will have met or exceeded their grant requirement of students with 60 days of attendance.

The key strategies to ensure successful attainment of all the SMART goals will include: targeting students who struggle academically, have less than 90% of school day attendance, or who struggle with engagement during the school day. Students will be recommended to the site coordinator by school administration and faculty. The site coordinator will then meet with the students individually to explain the program. Adult family members of recommended students will be contacted personally by ACE staff prior to students attending CIS-Texas ACE. By providing positive relationships and hands-on and interactive lesson activities that meet the students' needs, ACE will be able to retain students in the program.

Site coordinators will create enrichment based activities in response to campus needs assessment, student interest survey results, and input from the student voice and choice group. Activities may include: STEAM, positive youth development, social emotional learning, service learning, health and wellness, technology, fine arts, financial literacy, environmental literacy, nutrition, and drug- and violence-prevention programs.

Site coordinators will work alongside the program specialist to provide adult family members monthly opportunities for active and meaningful engagement in their children's education including family literacy, ongoing adult classes, workshops, and community/campus events. Parents will volunteer to participate in a CIS-Texas ACE parent advisory board. The parent advisory board will meet and provide recommendations and resources to enhance program quality to better meet the needs of the students and their families.

CIS-Texas ACE will recruit qualified full-time and part time staff via employment websites, social media, and job fairs. Staff will be matched to a program based on their talents, strengths, and ability to meet student needs within their geographic locations.

CIS-Texas ACE staff will ensure strong program operations by equipping staff with the necessary resources and skills through professional development to operate a CIS-Texas ACE program. CIS of Brazoria County's leadership team will regularly visit sites to verify that all programs are operating according to the Texas ACE standards. CIS has successfully operated Cycles 4-10. Programs, tools and structures are already developed to ensure strong program operations such as Weekly Activity Schedule, monthly newsletter, meeting ACE requirements for data input into TX21st, Quality Assurance Process, completing campus needs assessment, and project director oversight.

After conducting a comprehensive needs assessment at the beginning of the school year, CIS-Texas ACE staff will collaborate with the school day administration and faculty to plan activities that reinforce and complement school day learning and to address identified gaps in learning. Site coordinators review campus Scope and Sequence and develop lesson plans to address identified TEKS (Texas Essential Knowledge and Skills). To ensure fidelity of program implementation, the project director will conduct site observations on a consistent basis. The site coordinators will conduct activity observations on part time staff, facilitators, and tutors. The project director will review data in TX21st weekly to monitor progress towards grant goals and reviews QAP submissions.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

Project evaluation data will be consistently reviewed by key project staff. The data analysis is utilized to determine program success and, if needed, to modify program activities. Project data collected and reviewed include student and adult family member activity attendance, academic grades for core subjects, GPA (grade point average) for 7th and 8th grade students, engagement in school day learning surveys, and school day attendance reports. To measure effectiveness for sustainability purposes, stakeholder data will also be collected from students, parents/guardians, teachers, and principals via interest, perception, and satisfaction surveys.

If the program evaluation results do not achieve or exceed the predetermined benchmarks and/or summative SMART goals, Communities In Schools-Texas Afterschool Centers on Education (CIS-Texas ACE) staff will create action plans for continuous improvement and will modify program and activities to meet or address specific needs and interests of the students and adults. Resources for creating an action plan for continuous improvement may include: local evaluation reports, Quality Assurance Process, and technical assistance from TEA. Additional training resources include: OSTI-CON, My Texas ACE website, Texas ACE blueprint, and Texas ACE Resource Network (ARN).

For example, if student engagement during school day education is not improving, CIS-Texas ACE staff will increase homework help time and small group tutoring to increase student skills, knowledge, and confidence enabling students to work independently and be more engaged in classroom learning. Student engagement and sustainability of the program will be ensured by continuously assessing data and modifying program activities, as necessary. Progress toward the SMART goal will be assessed quarterly, at a minimum.

7. 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 applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports* Application, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, 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.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

Communities In Schools (CIS) of Brazoria County has an established program model developed from the Texas ACE Blueprint, Texas ACE Four Component Activity Guide, and National Afterschool Association Out-of-school Time Standards (NAA) that has resulted in innovative activities which complement school day instruction and are aligned with grade-level TEKS. Activities implemented within this project will utilize High Quality Instructional Material (HQIM), High Impact Tutoring (HIT), evidence-based software, instructional materials, and curricula to increase reading skills, improve math proficiencies, and increase school day engagement. Enrichment activities are developed and implemented based on student interest surveys and feedback from student voice and choice groups.

CIS will operate in five school districts serving ten campuses, plus one feeder school at no cost. The program will target 740 students, who will meet target goals of 60 days for at least 120 minutes (90 minutes, for middle schools) during the school year in the 155-day requirement. Or students will meet target goals of 15 days for at least 240 minutes within the 27-day summer program requirement. Students identified with a high need for academic assistance will participate in small group tutoring. ACE will target a minimum of 42 students for High Impact Tutoring (HIT) for at least 30 minutes per day, three days a week for 30 days. The centers will be facilitated by full-time experienced site coordinators and qualified personnel focused on the five components, which are School Day Engagement, Improving School Day Attendance, Improving School Day Performance in Math, Improving School Day Performance in Reading, and Increasing Family Engagement.

Based on 18 years of successful Texas ACE program implementation, exceeding all grant requirements, CIS-Texas ACE has developed an activity schedule that has continuously produced positive outcomes. The adopted model implemented by CIS aligns with the Texas ACE Blueprint and includes a three-block daily schedule which focuses on academic support, student interest-based enrichment, and college and career awareness. One activity block will consist of grade-level homework assistance and High Impact Tutoring (HIT) provided by a combination of school day staff, activity coordinators, volunteers, and peer tutors. After students complete their homework, they will participate in individual academic activities such as HQIM, accelerated reading, use of evidence-based software, and involvement in educational games during the second block. The second activity block includes innovative, hands-on educational thematic units, small group tutoring, and extended homework when necessary. These activities provide targeted academic support to improve student academic achievement. The third block also consists of enrichment activities such as STEAM, positive youth development, college/career readiness, Social Emotional Learning, service learning, health and wellness, technology, fine arts, financial literacy, environmental literacy, nutrition, drug- and violence-prevention programs, and student voice and choice. Enrichment activities will provide positive social, cultural, and recreational opportunities that will enrich and expand students' understanding of community involvement and real-world experiences. These activities will impact overall student success by providing student interest-based enrichment.

Monthly family engagement activities will increase parental participation in the educational progress of students, which will build a stronger family connection to the school. Participating in adult family literacy activities and related educational developmental opportunities such as ESL, computer literacy, career-oriented training and adult basic education will directly impact working parents' ability to assist their children with their schoolwork.

**this section needs some more details/descriptions of the monthly activities

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8. Statutory/Program Requirements (Cont.)

2. Demonstrate how the program will use 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.

CIS-Texas ACE will use various research and evidence-based practices to complement and enhance academic performance. This begins with collaboration with school-day staff to align educational enrichment activities with the district scope and sequence. CIS-Texas ACE instructional staff will populate a database of Texas ACE activity lesson plans which are intentionally designed to complement and enhance academic performance and achievement by incorporating current grade-appropriate and age-appropriate Texas Essential Knowledge and Skills (TEKS). CIS-Texas ACE will utilize research-based practice of the 5-E Model of Instruction using thematic teaching with interdisciplinary connections to incorporate collaborative learning such as science experiments, technology exploration, and fine arts activities. Instructional staff will receive professional development in addressing individual learning styles and blended learning using various digital platforms. Research-based curricula includes I-Read, Think Through Math, Prodigy, Texas Home Learning, and Accelerated Reading. Additionally, CIS-Texas ACE centers will offer High Impact Tutoring for targeted students three times a week with a certified teacher and at least one hour per day of homework assistance. Evidence-based academic interventions will include ST Math and Amplify Reading. By utilizing the Texas ACE unit and lesson plans aligned with the Texas ACE blueprint, CIS-Texas ACE develops high-quality academic enrichment opportunities that complement and enhance school-day instruction.

CIS-Texas ACE will implement positive youth development activities following the 5-Core Competency Model for Social and Emotional Learning from the Department of Education. It will implement Positive Behavioral Interventions and Supports in alignment with the school day strategies to address Self-Awareness, Self-Management, Relationship Skills, Social Awareness, and Responsible Decision Making. Post-secondary and workforce preparation activities will be connected to real-world experiences including college and university field trips, professional speakers, career fairs, and entrepreneurial activities.

3. 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.

Based on the results of the comprehensive needs assessment, All ten schools participating in this proposal are neighborhood schools and will not require transportation. Student participants at Woodland Acres Middle School, the feeder campus, will be escorted by CIS-Texas ACE staff members to Woodland Acres Elementary School.

To ensure a safe transition at dismissal, center site coordinators and school administrative personnel will establish a dismissal procedure based on the individual campus needs. Students will be directly dismissed from their school day class to the CIS-Texas ACE program located at their home campus. Elementary students will be safely accompanied by either school day or center staff from their classes to the location for the start of the program. Students will be required to sign in with CIS-Texas ACE staff members to ensure that accurate attendance and accountability will be maintained. CIS-Texas ACE will obtain the necessary parental/guardian consent which includes the selection of transportation for their children (car riders, bike riders, walkers) when the program is dismissed. There is a required sign-out procedure for parents/guardians of students. In order to accommodate working family schedules, CIS-Texas ACE will offer alternate dismissal times.

CIS and participating Local Education Agencies (LEAs) have partnership agreements indicating that bus transportation will be provided as necessary for CIS-Texas ACE students. Students whose parents allow them to walk or ride their bicycle home will receive training in personal safety procedures provided by either the district or local municipal police department. The Family Advisory Board, made up of parent volunteers, will be encouraged to enlist additional parent volunteers to monitor students who walk or ride bicycles home for additional safety and protection. During winter hours walkers and bicycle riders will be dismissed at an earlier time to ensure students will arrive home safely before dark.

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8. Statutory/Program Requirements (Cont.)

4. 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. Describe the applicant’s plan to inform the community about the center and participating in the program.

CIS-Texas ACE will have a dedicated section on the CIS website (www.cistxjv.org) and local campus websites will disseminate information about the community learning centers including locations, planned activities, and events. The CIS-Texas ACE and local campuses will include information on social media that will contain pictures, videos, and stories of CIS-Texas ACE activities. Press releases will be sent out to various local media to highlight local centers, programs, and events. To ensure that information is understandable and accessible, stakeholders will receive information in both English and Spanish from the center site coordinators. Monthly communication to stakeholders will include newsletters detailing future activities, announcements, events, and previous month’s accomplishments and progress toward project goals. Weekly activity schedules will be sent electronically to school faculty and will be posted at each center. Additionally, Texas Education Agency (TEA) approved Texas ACE promotional materials including posters, event flyers, and program brochures will be displayed at every CIS-Texas ACE center. At the beginning of each school year, parents, students, and faculty will be notified of the programs provided at each center through parent and faculty orientations and school open house events.

CIS-Texas ACE staff will utilize social media, text alerts, professional flyers, emails, personal invitations, and have personal conversations to promote family literacy activities and special events. All program notifications will be distributed in both English and Spanish when necessary. Family Advisory Boards, which consist of parent volunteers at each center, will co-facilitate marketing and information dissemination efforts at each center.

5. 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)

Historically, school-based certified teachers have donated volunteer hours at each CIS-Texas ACE center to provide individual and small group tutorials for targeted students. Beyond certified teacher volunteers, CIS-Texas ACE will recruit, screen, and train other volunteers from diverse backgrounds, ethnicities, and ages. CIS has established a stringent policy which requires all volunteers to undergo a thorough background check and comprehensive training. Volunteers are not utilized until their background check has been completed. Once approved, an orientation/training will be provided by the site coordinator with the assistance of the program specialist. Adult family volunteers are a valuable resource for our CIS-Texas ACE programs. Parents/guardians are surveyed to determine skills or knowledge they can share with program participants. The site coordinators and program specialist will compile a list of adult family members, and then utilize these volunteers for appropriate, corresponding activities such as homework assistance, mentoring, robotics, and career awareness.

Each center will have a Family Advisory Board made up of parents who meet throughout the year and donate their time to advise, plan, and prepare monthly family literacy events and activities. The input obtained from this group is vital to ensure the needs of the students and parents in CIS-Texas ACE are met. CIS-Texas ACE recruits high school students who participate in school-based organizations such as the National Honor Society, Student Council or the Interact Club to mentor and assist students with academics. Partnerships with Dow Chemical, Home Depot, local libraries, H-E-B, San Jacinto College, University of Houston-Clear Lake; Alvin, Brazosport, and Wharton Community Colleges, and many others provide volunteer service hours. The partner volunteers provide STEAM activities, tutoring, mentoring, enrichment, career awareness and family literacy activities at all centers. The Program Specialist will also conduct the CIS-Texas ACE steering committee meetings to solicit community engagement opportunities, program advice and guidance.

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8. Statutory/Program Requirements (Cont.)

6. 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 and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

To maximize public resources, CIS-Texas ACE programs collaborate with federal, state and local social service agencies, non-profits, local colleges, faith-based organizations, volunteers and the business/industry sector to increase each student's opportunity to succeed in school and prepare for life. Communities In Schools (CIS) offers services to at-risk youth in six counties and 15 Local Education Agencies (LEAs) providing case-managed services to over 6,500 students. With the integration of the CIS traditional daytime program, CIS-Texas ACE and LEAs will incorporate federal and state programs/resources such as Federal Title I and Title III funds that will increase academic student outcomes as indicated in the center needs assessments.

Other key program integration initiatives will include the U.S. Dept. of Education's Y4Y for curriculum and professional development; the U.S. Dept. of Agriculture will provide nutritious snacks/meals, and the U.S./Texas Congressional offices will provide educational activities. State resources and programs will include TEA to provide professional development and technical assistance, and Texas A&M AgriLife Extension to provide parenting classes, curriculum, and nutrition education. Local resources and programs will be utilized to include: United Way for marketing and funding support; San Jacinto College for family literacy activities, adult education classes, volunteers, and STEAM events; and Community Health Network for adult health education and counseling services. Past integrations of key partners listed above have demonstrated an improvement of 93% in academic achievement for students enrolled in the CIS traditional program.

CIS-Texas ACE will coordinate with each LEA to provide training on district and campus safety management plans. Each center site coordinator will have emergency contacts for campus and local law enforcement personnel. CIS-Texas ACE will provide additional hands-on safety training which will include a campus safety assessment and practice drills.

Each center will collaborate with the Special Education Department to meet the needs of individual students.

7. 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.

The preliminary plan to sustain the community learning centers is based upon a sustainability strategic plan adopted, reviewed, and refined over the past three years by CIS organizational leadership. CIS-Texas ACE has successfully sustained 41 out-of-school time programs previously funded through 21st Century CCLC/ACE grants at varying levels. Each Local Education Agency (LEA) involved in the grant proposal has committed to sustaining the programs as evidenced by the partnership agreements signed by all superintendents or his/her designee. Letters of support from the superintendents and Board of Trustees are also obtained. LEAs have been presented with sustainability models that include:

- 1) Programs funded with leveraged foundation/partner dollars,
- 2) CIS academic and enrichment after-school fee-based programs,
- 3) CIS traditional daytime staff facilitating out-of-school time academic and enrichment activities that incorporate services and resources from local community partners.

CIS-Texas ACE and LEA leadership along with school principals feedback will determine the most appropriate sustainability model after careful review of the Texas Academic Performance Report data, parent surveys, and updated needs assessments. The following resources provided by this grant will assist in local sustainability efforts to include technology, curriculum, lesson plans, consumables, partnership development, established campus relationships, and positive outcome measures. Identified partnerships includes individual campuses, public libraries, Neighborhood Centers, Texas Workforce Commission, San Jacinto College and other agencies who will continue to play an integral part in the provision of core volunteer services, curricula, and program components. Governmental and community organizations such as Texas A&M AgriLife, United Way, Dept. of Family and Protective Services, Matagorda Episcopal Health Outreach Program, Care Connections, and Crime Stoppers will continue to provide a variety of additional volunteers, program-related services and resources for ongoing sustainability.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. 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

Communities In Schools of Brazoria County (CIS), a community-based organization, will partner with five Local Education Agencies (LEAs) including Wharton, La Porte, Pasadena, Columbia-Brazoria, and Galena Park Independent School Districts (ISD). Superintendents and the Board of Trustees of each of the five LEAs, along with the CIS Board of Directors and leadership team determined that CIS will function as the managing partner and fiscal agent. The partnership will contribute to achieving the stated objectives to increase opportunities for targeted academic support, improve attendance rates, increase available out-of-school time (OST) services, increase family engagement, and improve teacher reported engagement in learning for the students and families most in need. Partnership agreements will be in place to define the role each organization will serve to achieve the project's goals. The five LEAs and CIS have established a successful working relationship for over thirty years. The described partnership expands access to high quality services available to the community and will increase the scope and quality of services to be provided. This partnership will increase the likelihood of sustainability over time.

The LEAs will provide technical expertise regarding research and evidence-based curricula, matching funds, and full access to student data that includes student attendance, grades, conduct, personal data, STAAR scores, Free/Reduced lunch eligibility, and English Learner (EL) designation. District departments will provide nutritious snacks, custodial services, and bus transportation. Participating campuses will provide certified teachers and paraprofessionals in paid and volunteer positions to tutor and facilitate. The campuses will provide access to classrooms, office space, technology, gyms, libraries, and outdoor spaces. The campuses will recommend program resources such as curricula and High Quality Instructional Materials (HQIM) that complement, expand and enhance school day instruction to achieve program goals and objectives. Additionally, they will provide information regarding accommodations for students with special needs.

The CIS leadership team comprised of the Chief Executive Officer, Director of Accounting, Chief Operating Officer, Regional Director, and Project Director will provide direct management for the grant which will include: human resources, fiscal management, payroll, auditing, marketing, social media, and data management/reporting. Resources provided by CIS will include program staff, supplies, materials, and logistical/technical support to ensure the success of the project. A full-time CIS-Texas ACE site coordinator will be at each campus overseeing the program with the support of the CIS leadership team. Part-time activity coordinators will provide direct services to the students and will be hired, trained, and managed by CIS-Texas ACE staff. A full-time CIS-Texas ACE Program Specialist will provide adult family members with literacy and engagement opportunities for each center as well as community partnerships and support. Daytime CIS site coordinators and other community partners will assist and be available to provide additional services including health and human services, enrichment, educational enhancement, college, career, and military awareness, parent and family engagement, mental health, and supportive guidance.

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.

- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
- b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

The ten centers and one feeder campus have completed a needs assessment to identify the academic needs of the campuses. Each site coordinator will meet with the school day stakeholders monthly to ensure measures of student success are aligned with the school day. CIS-Texas ACE has established a comprehensive case management process in which each targeted student will have a personalized student plan that will evolve with each students' educational progress. Students identified with a high need for academic assistance will participate in High Impact Tutoring (HIT) and will take a pretest and post-test to measure growth. Ongoing individual assessments will measure progress towards stated goals by identifying targeted areas in need of improvement and will guide future activity planning in the program. To provide strong foundational instruction CIS-Texas ACE will collaborate with school-day staff and administration at each center to align and integrate educational enrichment activities with the campus curriculum scope and sequence. CIS-Texas ACE staff will consult with grade level teachers to discuss homework assignments, vocabulary terms, educational gaps the students are experiencing, and will assess and monitor individual student's needs.

This application qualifies for Program Priority 1-Program Integration by partnering with the campuses that provide TEA initiatives to enhance accelerated learning and increase specific student outcomes. CIS-Texas ACE will also partner with traditional Communities In Schools (CIS) programs administered by the Texas Education Agency (TEA). The CIS program offers services to at-risk youth in six counties and 15 LEAs providing case-managed services to over 6,500 students. 90% of the students are above the average statewide at-risk percentage and show a need for targeted services. The integration of the CIS traditional daytime program, CIS-Texas ACE and LEAs will incorporate federal and state programs/resources such as Federal Title I and Title III funds that will increase academic student outcomes as indicated in the center needs assessment. Past integrations of key partners as listed above have demonstrated an improvement of 93% in academic achievement for students enrolled in the CIS traditional daytime program. The short term goal is to identify and serve 740 students per year for the five-year life of the grant with a focus on Reading and Math. Some of the TEA Initiative's that the ten centers and one feeder campus currently include Additional Days School Year Summer Program (ADSY), Texas COVID Learning Acceleration Supports Decision 11-High Quality Afterschool (TCLAS), Blended Learning Program, and High Quality Instructional Materials (HQIM). Seven of the ten campuses have been awarded TCLAS Decision 11, the other three campuses utilize High Quality Instructional Material to accelerate learning.

This application also qualifies for Program Priority 2-Accelerated Learning by partnering with TEA and the five LEAs using HQIM products which will include ST Math and Amplify Reading. In a previous grant, CIS of Brazoria County successfully partnered with one LEA that had TCLAS Decision 11 and utilized High Impact Tutoring (HIT) and High-Quality Instructional Materials (HQIM). CIS plans to integrate High Impact Tutoring with campus certified teachers and plans to use HQIM products, ST Math and Amplify Reading on ten campuses to accelerate learning. ST Math and Amplify Reading will provide training to the CIS-Texas ACE staff prior to implementation. Each LEA will provide a designated classroom, certified teacher, and electronic devices for the CIS-Texas ACE program to implement HQIM. The students receiving High Impact Tutoring will attend a minimum of 30 minutes, three times a week for at least 30 days in a group of no more than three students with a certified teacher. All programs will utilize HQIM for a minimum of 45 minutes twice per week.

For TEA Use Only:
 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

9. Equitable Access and Participation

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

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

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

10. PNP Equitable Services

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

- Yes No

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

Are any private nonprofit schools participating in the grant?

- Yes No

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

Assurances

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

Equitable Services Calculation

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

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11. 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.	One each full-time project director, site coordinator per site (10), and program specialist	\$550,300
2.	One each part-time program assistant and training specialist	\$43,500
3.	Part-time activity coordinators for each of the 10 sites	\$696,000
4.	Certified tutors (High Impact Tutoring) and enrichment facilitators	\$37,900
5.	Benefits for all grant covered employees	\$175,000

Professional and Contracted Services

6.	External evaluator	\$10,000
7.	Office rental costs - telecommunications, printing, etc.	\$20,200
8.	Office expenses - telecommunications, cell phones, etc.	\$18,000
9.		
10.		

Supplies and Materials

11.	General supplies - consumables (crafts, activity supplies, culinary supplies, etc.)	\$55,000
12.	General supplies - technology (STEAM, homework help related to technology for students)	\$20,000
13.	ST Math - High Quality Instructional Materials (HQIM) materials	\$24,000
14.		

Other Operating Costs

15.	Transportation - educational field trips	\$22,400
16.	Travel (site visit mileage, in-state/out-of-state travel for required and optional conferences)	\$30,000
17.	Student snacks	\$10,000

Capital Outlay

18.	N/A	
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 emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. 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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Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.