



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): N/A

1. Applicant Information

Name of organization Houston Independent School District
Campus name 5 Schools CDN 101912 Vendor ID 746001255 ESC IV UEI NC2GGLMFYC66
Address 4400 West 18th Street City Houston ZIP 77092 Phone 713-556-6000
Primary Contact Debbie Brown Email DBrown8@houstonisd.org Phone 713-556-6927
Secondary Contact Angela A. Brooks Email Angela.Brooks@houstonisd.org Phone 713-556-6785

2. Certification and Incorporation

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

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

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

Authorized Official Name Millard L. House II Title Superintendent Email HISDSuperintendent@houstonisd.org

Phone 713-556-6300 Signature [Handwritten Signature] Date 1/23/22

Grant Writer Name Debbie Brown Signature Debbie R. Brown Digitally signed by Debbie R. Brown Date: 2023.01.17 17:30:25 -06'00' Date [Handwritten Signature]

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.

Houston ISD’s application proposes to serve students at five high-need schools that serve communities that do not have the household resources to fully access the educational and cultural resources within the greater Houston area. The proposed program will provide the five high-need schools with the following: (1) Increased academic support services to students; (2) Activities that accelerate learning in a fun and relaxed atmosphere; (3) Quality, engaging, enriching learning activities that will keep students involved in school; (4) A safe and secure environment; (5) A caring environment for family members to participate in activities that are of interest to them; (6) Expanded student awareness of college and career opportunities; and (7) Activities that focus on research-based strategies and interventions for students who are in danger or at risk of referral to disciplinary facilities or academic failure. The proposed SMART goals of the 21st Century CLC grant are directly aligned to the district and campus primary goals of increasing student achievement, providing a safe environment, and creating positive family engagement opportunities for the students and families of the five participating schools.

Need for the Program: Houston ISD has conducted a thorough needs assessment to identify campuses with a high need for out-of-school and summer programs and additional resources. The needs assessment included an analysis of census demographic data and data from the 2020-2021 and 2021-2022 school years (e.g., STAAR results and accountability ratings, campus poverty rates, attendance, promotion, disciplinary referrals, number of student absences, schools with low-parental involvement, schools with no out-of-school time program, and students and families who live in high-need communities). Based on the needs assessment, the selected schools have multiple needs; the five schools were selected based on having at least 95% or more students identified as economically disadvantaged, having a significant need to increase student academic achievement in Reading and Math, a need to improve family engagement, and a need for a quality, research-based out-of-school program. As demonstrated on the Community Needs tab of the Grant-Level Strategic Plan (Pre-Award) attachment, the five schools have an average at-risk rate of 72.7% and average 45.6% students in need of accelerated learning support through HB 4545. The five schools have a total enrollment of 2,983 students; four of the schools serve grades K-5 and one school serves grades K-8. The district-level needs assessment was completed by the Houston ISD After-School Programs Department in consultation with the campus leadership of the five schools. The schools also conducted campus level needs assessments and student, parent, and teacher surveys were used for the proposed program design, based on their needs. Each school determined the number of students on their campus who needed intensive support during the after school hours, as well as in need of accelerated learning and High Impact Tutoring (HIT). New and Expanded Services: The proposed programs at the five schools will consist of activities and classes including the components of academic assistance, enrichment, family and parental support services, homework help, technology classes, fine arts, physical fitness and well-being, social emotional learning and mindfulness, and accelerated learning through the integration of supplemental High-Quality Instructional Materials (HQIM) and HIT.

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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.

By addressing our SMART Goals (Please see Grant-Level Strategic Plan (Pre-Award) attachment for SMART Goals), Houston ISD will identify students that are most in need and will benefit from the program's improvements in reading and math through participation in enrichment activities that complement the regular school day. Goals to be reached include: 1) By the end of the first year (2023-2024), all five school sites should be operating at or above 90% capacity. 2) Attendance: Percentage of K-8 students who attend 60+ days over fall, spring, and summer, at a minimum of 120 minutes per day. Benchmark data will be collected for participating students and families. Besides students' program attendance, regular school day attendance will also be collected, as well as parent engagement participation rates. Also, by the end of the first year (2023-2024), project-based assessments, student/teacher/parent surveys and Principals' and site coordinators' documented observations will demonstrate the following: (1) 85% of student participants report after-school activities as engaging/beneficial; (2) 80% of student participants report documented improvement in homework completion/in-school attendance; (3) 70% of student participants' teachers report improvement in students' overall behavior and a decrease in disciplinary referrals; and (4) 55% of school sites report improvement in students' Reading and Math grades. The Site Coordinators, for the five schools, will collaborate with administrators, teachers, counselors, and parents to identify students that are most in need of academic assistance and will benefit most from the program. Students in need will be identified based on low academic performance. Outreach strategies will include (a) Advertising the program through the school, community centers, nearby businesses, and churches; (b) Teacher or other school staff will tell students about the program; (c) Each campus will host an information session for students and families; (d) information provided via web pages, robo-calls, and social media.

Multiple strategies will be implemented to engage the adult family members of students; Houston ISD will send home information through the student registration/enrollment process and call-outs. Upon award, the schools will meet with parents to inform them about the program, the location, and logistics. Additional ways to inform the community include the dissemination of flyers, social media like Twitter and Facebook, school websites, Open House events, and visiting community-related events.

Houston ISD has been a leader in recruiting, hiring, and training minority candidates, and in developing an administrative and teaching staff that is racially and ethnically balanced to reflect the diverse characteristics of the student and general population. Strategies for recruiting staff for the proposed programs will be led by the District's Office of Talent. Strategies for strong program operations will include the following: (1) Recruiting, selecting, retaining, and developing exceptional people; (2) Providing employees excellent support and development; (3) Maintaining high expectations; and (4) Delivering high-quality customer service. All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the After School Programs Department will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events. The Curriculum Specialist will utilize monthly site visits to ensure that each Site Coordinator is consistently communicating and sharing information with school administrators about the program to align academic supports to classroom instruction during the school day. Formative evaluation findings, based on project records, student records, assessment results including benchmarks and STAAR, student attendance and discipline, and survey results, will also be reviewed between Site Coordinators and campus leaders. The After School Programs Department will develop a rubric on which each center will be evaluated annually, and part of monthly meetings will be used to share and explain the rubric with site coordinators. The Curriculum Specialist and Project Director will regularly visit each school site to observe academic and enrichment activities. The Project Director will also host semi-annual meetings with school leadership, community stakeholders and other district/program staff to discuss progress towards outlined goals and objectives.

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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.

Guided by an evaluator from the District's Research and Accountability Department, each schools' participating staff and consultants will observe, interview and survey administrators, teachers, students, and parents, as they participate in activities. A District Curriculum Specialist will be required to integrate TEA's principles of effectiveness into the evaluation design for the proposed project. The Specialist will coordinate and implement an evaluation plan, with the Project Director, Campus Principals, and Site Coordinators, that will effectively measure the success of the program to reach the stated goals and objectives. The evaluation plan will also integrate the four components of the Texas ACE Blueprint. Data collection methods will include project records, student records, test results, and survey results –including but not limited to: (1) Student and adult participant climate surveys conducted quarterly; (2) Academic achievement and test scores reported and evaluated by grading period, semester, and annually for student participants; and (3) The numbers of parents, community members, students and faculty participating in project activities reported quarterly and annually. Benchmark tests will be given at the beginning and end of each semester that provide the 21st Century program with baseline and comparative data for all participating students. Our school-day teachers will give benchmark assessments to measure the progress of students' mastery of covered objectives. The results of these assessments, when collected and analyzed, will provide a concrete idea of how well students are progressing. Depending on the scale level of the data collected, qualitative and/or quantitative analytical procedures may be used. Each school will be responsible to enter their data into the 21st CCLC Student Tracking System and PEIMS, as well as collect data and report on the mandatory USDE and TEA performance measures. If a center's data reveals low attendance, unsatisfactory student or parent feedback, or ineffective programming, the Project Director will meet with the District Curriculum Specialist, Site Coordinator and the campus administration to make programmatic adjustments to assure continuous sustainability and student growth.

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.

The proposed 21st CCLC Cycle 12 program will provide high-quality, structured, and education-focused activities to engage students and promote supportive learning at the five identified high needs schools. A wide range of activities will help ensure students have access to attractive academic enrichment opportunities during non-school hours. All activities will be carefully designed with feedback by students, parents, and teachers to ensure successful program outcomes. All lesson plans for student activities will be aligned with TEKS and the Texas ACE Blueprint. These activities will incorporate the use of High Quality Instructional materials (HQIM) and High Impact Tutorials (HIT) on a weekly basis. Specific activities may vary from each of the campuses, however all will be expected to meet TEA and Texas ACE student service goal requirements. A sample of some of the proposed activities from the five sites will include the following:

Academic Activities – The academic activities chosen for this program will be used to increase student academic achievement and engagement. Activities will be connected to what the students are learning during the school day. Examples of academic activities include: a) High Impact Tutorials (HIT) – Students will receive 3:1 (student to teacher) instruction as a personalized, academic support of school day instruction, b) Homework Help - Students will have the opportunity to complete all class assignments with the support of a high quality instructional staff, c) Accelerated Learning Strategies – Students will participate in educational activities designed to provide test-taking skills and strategies in preparation for the state assessments, d) Reading and Math Academic Reinforcement Summer Camps – Students will receive small group (15:1) academic instruction through innovative enrichment projects and activities, e) Arts Integration - Students will participate in hands-on activities while learning core subjects such as reading, math, and science. Research has shown that students who are taught with arts integration are more motivated to learn, retain material better, and score higher on standardized tests.

Enrichment Activities – In addition to the enrichment activities increasing academic achievement and embedding the use of reading, mathematics, science, and history into what is learned, these activities are engaging and will encourage daily attendance since the students can only participate in the after school programs if they attend during the regular school day. The following activities are examples of the enrichment opportunities offered to students: a) Cheer/Step - Students will learn and perform a variety of cheers/steps for the community and school, b) Sports – Students will participate in and learn how to play non-competitive basketball, soccer, and baseball, c) Dance – Students will learn hip-hop, yoga, folklorico and other dances, d) Visual Arts – Students will participate in drawing, painting, and photography, e) Music – Students will participate in choir, music history, instrumental music, keyboard, guitar, and drums, f) Horticulture/Gardening - Students will participate in plant production and gardening activities, g) Culinary – Students will learn cooking skills and learn more about health and nutrition.

Family Engagement- Our schools realize that parents must take charge of their children’s success in school, including reading with them at home. To this end, the proposed Cycle 12 grant will incorporate parent participation. The program will be widely discussed in PTO meetings, Family Nights, on-campus UIL activities, and in other gatherings where parents are present. Each existing center holds a "Showcase" event where parents and the community are invited to come and see first-hand exhibitions of what the students are doing, as well as view arts and crafts, and other projects created by participating students. This will be an opportunity to showcase the benefits and advantages of the program; highlight the academic achievement of the participating students; and provide simple and helpful tools and tips for families to support students' reading and math needs. Parents of the targeted children will receive information through literature sent home in homework packs, personal telephone calls made by the 21st Century staff, and invitations to observe the program in action. Our tutoring sessions will be at a time convenient for working parents to observe and participate.

All 21st CCLC activities are created to specifically address the following needs: (1) homework help and remediation to address student academic progress; (2) project-based reading and writing activities to address academic performance; (3) hands-on STEM to address science and math deficiencies; (4) career exploration to help promote matriculation and engagement; (5) physical education to address obesity and poor health; (6) arts and culture education to increase creative expression and enhance dedication to education; and (7) adult services to enhance parental skills in helping students and families succeed despite challenging circumstances.

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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.

There is strong evidence-based research that shows the benefits of high-quality after-school programs. High-quality after-school programs are associated with academic success, developmental asset-building, opportunities for mentoring, and prevention of problematic behaviors such as juvenile delinquency (Afterschool Alliance, 2013). Houston ISD will compile and analyze data from research or evidence-based practices to determine the activities that will address specific student and parent needs. Our goal is to use data driven best practices to achieve maximum academic growth and positive student outcomes. Each campus will offer services and activities that support an interdisciplinary roster of educational concepts with a specific emphasis on topics that encourage the areas of Academic Performance and Achievement. Services and activities will include, but are not limited to, High Impact Tutoring (HIT), homework help, and academic enrichment classes. Academic Indicators such as Texas 21st CCLC Government Performance and Results ACT(GPRA) measures are used as an indicator of academic success. Previous data from Texas ACE programs confirm that engagement in after-school programming contributed to higher grades in Math and English over involvement in activities outside of after school programming. Best practices for positive youth development encourage services and activities that promote and help to increase the participation of families and parents in the student’s educational experience. In their study, Durlak and Weissberg (2007) discuss that youth who demonstrated involvement in after-school programming showed positive social behaviors. Shernoff (2010), as another example, found evidence to indicate that participants engaged in after-school programs showed better psychosocial adjustment and social skills than nonparticipants. As the American Institutes for Research reported, “after school programs typically promote SEL through practices and approaches creating a climate that supports the development of social and emotional skills” (American Institutes for Research, 2015). Finally, our Texas 21st CCLC summer component will address the best practices issues regarding under-representation of ethnic minorities in STEM activities as indicted in a recent Mathematica study (Mathematica, August 2022).

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.

The five participating campuses (Golfcrest ES, Janowski ES, Reagan K-8, Shadydale ES, and Shearn ES) will rely on written communication for the students’ dismissal methods; parents must designate who is authorized to pick up their child. All students will be required to sign-in and out of all activities. Campuses that are providing bus transportation will escort their students to the bus at dismissal time at the end of each program day. For students who are able to walk home, each center will not allow them to do so unless there is specific written permission from the parent(s) or legal guardian(s). Each center will keep documentation and files containing the transportation plan for all the participating students. The students’ information will be maintained in the respective site coordinator’s office for each center. All staff working in the Texas ACE programs, at each center, will participate in dismissal, during each program day, to assure the safety of all student participants.

A majority of Shearn Elementary students live in apartments within walking distance of the school building and do not currently use bus transportation to get to and from school. There are about 12 students that currently use private daycare buses but there is not a need for bus transportation as Shearn is a neighborhood school. Similarly, Janowski Elementary has 30% of their students that utilize private buses. Janowski has 10% of their community residents that have no personal vehicles available. With numbers this low the need for after school buses is not evident. Golfcrest Elementary is located within a residential community. Approximately 10% of students at Golfcrest are bus riders and most students have a vehicle. A few Golfcrest students are walkers. Therefore, bus transportation will not be required. Shadydale Elementary School's students currently rely on Houston ISD transportation. Approximately 20% of the Shadydale students will need after school transportation. In addition, 5% of the Shadydale community does not have personally owned transportation available to them. The remaining 75% will be a combination of car riders and walkers. Billy Reagan K-8 Education Center is seated amid rural businesses and farmland. The majority of their students rely on Houston ISD buses daily. Because of Reagan's location the need for bus transportation is valid and can be logistically justified.

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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.

If selected for funding, communications regarding the 21st CCLC program will be disseminated by the participating schools, as well as by the District through the leadership of the After-School Programs Department. Information will be posted on the campuses' web-page, the Houston ISD After-School Programs office link, and featured on the district's homepage. Upon award, the district will meet with parents to inform them about the program, the location, and logistics. Additional ways to inform the community include the use of flyers, social media links such as Twitter and Facebook, school websites, and visiting community-related events. The schools will also create posters advertising the event to generate excitement. These posters and flyers will be placed in common areas around the campus, in classrooms, and the cafeteria. Posters will also be placed in the community, at locations such as churches and grocery stores. The schools will also ask community religious organizations to place the information regarding the upcoming program in their church bulletins or newsletters. Frequent reminders will be made through the daily announcements about the upcoming program and during the school year about activities that are happening through the program. Information regarding the program will be placed on the marquee at each school site. Highlights of the program will be shown periodically on the district and schools' websites. Due to the diversity of the students and family populations, all communications (including written, text, voice and social media) will go out in both English and Spanish. The Houston ISD Translation Services Department will also provide translation services in Arabic, Spanish, and Vietnamese to help district campuses and departments to support the languages most commonly spoken by students attending Houston ISD schools and their families. The Multilingual Department will assist with the language needs of immigrants, migrants, refugees, and newcomers, and American Sign Language (ASL) interpreters will assist with the language interpretation for the Deaf and hard of hearing. Also, Houston ISD will prior to applying invite PNP schools within district boundaries to participate in five programs.

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)

If awarded, the schools will collaborate with Houston ISD's Family and Community Engagement and Volunteers in Public Schools (VIPS) Departments to seek ideas and assistance in recruiting qualified senior citizens to serve as volunteers. Some campuses that already have programs in place will continue with successful partnerships and incorporate these endeavors into their after school programs. With VIPS assistance, campuses may focus recruitment efforts on area churches, senior living centers, retired educators and grandparents for volunteers. Recruitment will be systematic and ongoing.

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

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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.

If awarded, each school will support the operation of the 21st CCLC Cycle 12 grant through the extension and leveraging of existing school budgets, other federal, state, and local programs, donations, and services provided by local community partners. All participating campuses will utilize existing building space in their schools, also eliminating utility expenses from the extended day and summer operations. Each campus will guarantee access to computer labs, classroom space, gymnasiums, auditoriums and outdoor recreational areas needed for activities. Title I schools, will draw from federal Title I funds to support extended learning time, before or after school tutorials in small group settings and parent activities for at-risk students. Title I funds will also be used to assist with parental involvement activities. Title III funds will be utilized to support English Language Learners and Special Education needs. Several of the participating campuses currently offer parenting classes and adult education programs such as ESL, computer, and GED classes.

Schools will utilize their existing community and business partners to coordinate revenue streams and in-kind services to ensure their Texas ACE program has the most impact. For example, Janowski Elementary has partnered with Brooks Running for their annual Marathon Kids event. Shadydale Elementary will extend their existing nutrition program which feeds students healthy snacks and meals. Golfcrest will continue to support student literacy through Houston ISD's "Read Houston Read" program. Billy Reagan K-8 Education Center will continue to participate as a Houston ISD Global Graduate campus. Shearn Elementary will continue to participate in the "Hour of Code" program which is organized and hosted by Code.org. Finally, as a district-wide initiative, each campus will receive support from a Wrap Around Specialist to handle health services and family/community needs.

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.

Houston ISD's preliminary plan for how the centers will continue after funding ends beyond the grant period is based on a district-wide commitment of all stakeholders. A comprehensive coordination of all centers and district staff, contracted service providers, and the efforts of major collaborating partners will be instrumental in the overall sustainability planning. Each site will form an advisory council to create their strategic plan that will guide the schools to identify new funding, resources, and partnerships to sustain the program, as well as demonstrate how to increase buy-in and participation from the community. Houston ISD is strongly committed to the sustainability of after-school programs and the schools' leadership teams have agreed to reach out to the broader community for resources and continued support, as well as work within the District to find additional funding that can support the schools.

The five campuses in this application will utilize the following strategies, resources, and activities for implementing a plan to address continuing their programs after the grant funds have ended. New volunteers will be recruited to enhance existing partnerships and strengthen the program implementation. A Site Based Decision Making Committee will address the needs of each program and begin formulating strategies to sustain the program by conducting meetings that will focus on program activities. This committee will also review student and parent participation totals. The effectiveness of service providers, satisfaction survey results, and other program data will be analyzed to give a clear picture of programmatic needs. The After school District Director will collaborate with the campus administration to consider assessing a small sliding-scale fee from parents to sustain program activities after the program ends. Site Coordinators will develop a portfolio of funding sources and opportunities for continuation of enrichment activities. Potential community partners will be invited to visit the centers programs and activities to evaluate the program effectiveness. To conclude, the campus leadership team will discussions what campus funds can be "earmarked" to sustain the program.

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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

Houston ISD desires to improve the lives of youth and their families by creating partnerships with strong community stakeholders, both from the public and private sectors. These partnerships are designed to promote academic enrichment (i.e., post-secondary and career goal achievement), socio-emotional needs (i.e., student engagement and extra-curricular activities) and family resources (i.e., counseling, job skills, food, and clothing) and family resources. Houston ISD will partner with numerous community-based organizations and other private and public institutions to provide quality direct services to students and their families. Collaboration between the district and service entities will be strengthened by written agreements in the form of Service Agreements Contracts and/or a Memorandum of Understanding (MOU) with service providers. Houston ISD's wraparound services will provide non-academic supports that will address critical issues such as mental health and physical health needs, food insecurity, lack of stable housing, violence, incarceration of a parent, and many other challenges that can have adverse effects on a student's readiness and ability to learn.

For the proposed project, the District and the Houston Area Urban League (HAUL), an affiliate with the National Urban League founded in 1968, are collaborating in a planned partnership to deliver quality out-of-school programming for the participating schools. HAUL is a 501(c) (3) nonprofit, United Way Agency and community-based organization that has been a voice for disadvantaged people of all races and has a long and distinguished record as an agency that offers tangible, lasting benefits to all members of the community without regard to age, sex, race, physical limitations or ethnic background. HAUL fulfills its mission through direct service delivery in the areas of education support services, housing and social services, workforce and economic development, and workforce training. Houston ISD and HAUL jointly desire to improve the lives of youth and their families by leveraging partnerships with strong community stakeholders, both from the public and private sectors.

Another planned partnership the Cycle 12 grant will support is an in-kind partnership with Flowserve Engineering Corp. Flowserve Engineering became incorporated as a public company on the New York Stock Exchange 25 years ago. Flowserve was built on a legacy of pioneering companies and people who together, create and deliver flow control solutions globally. Houston ISD will partner with the local division of Flowserve Engineering located in Pasadena, Texas. Flowserve engineers will offer in person STEM based academic projects throughout the school year. These projects will be aligned with the Houston ISD curriculum's scope and sequence as well as the Texas Essential Knowledge and Skills (TEKS).

The Children's Museum of Houston will partner with Center for Houston's Future to develop a 6-lesson hands-on after school curriculum that engages students in 3rd through 8th grades in investigations regarding the use of gasoline powered engines and their impact on pollution and climate change. The project will focus on how alternative fuels work, and the potential for Houston to become a world leader in alternative energies including Hydrogen Fuel Cells. As part of the program, students will explore different types of energy (thermal, wind, electric), study hydrogen and its properties and uses, and create/test model cars. This series of activities can be conducted daily or weekly, as best fits the needs of the after school centers. There will be a culminating event at the Children's Museum of Houston. All students who participate in the program and their families will be invited to the Museum to attend a free event highlighting alternative energy sources and their impact on the global climate.

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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.

All Houston ISD schools use a standards-based curriculum that is aligned to the Texas Essential Knowledge and Skills (TEKS) and to STAAR (State of Texas Assessments of Academic Readiness). A common standards-based curriculum guarantees that every Houston ISD teacher will have access to the resources necessary to plan, teach, and assess instruction and student learning effectively. The curriculum that drives each of these HQIM reading and math programs is based on a scope and sequence of study that bundles state standards into instructional units and then maps them on the district's school calendar. This after school curriculum is similar to a course or grade-level syllabus. To ensure that students are ready for the next grade level, teachers use the Vertical Alignment Matrix which presents a developmental alignment of student objectives in a content area across grade levels. Using the Response to Intervention Model, the Houston ISD curriculum represents our instructional program described in Tier 1 of the RTI model. Each of the interventions selected, represent Tier 2 or small-group interventions. By using this procedure, the interventions will supplement and support the core academic activities of the regular school day.

Each of the interventions selected has activities and resources that can be tailored to specific state and district requirement needs and align with the state of Texas TEKS. Each school's improvement efforts are led by a Site-Based Decision Making Committee (SDMC) comprised of parents, teachers, non-instructional staff, and business and community members. This diverse group will play an important role in the development of the School Improvement Plan. Each school's plan delineates areas of need and develops strategies to address noted deficiencies. A common focus found in the five school's School Improvement Plans (SIPs) was the need for accelerating achievement in reading and math through timely and focused interventions. The High Impact Tutorial (HIT) model will enable each school to meet needs identified in the SIP and encompasses the support of the schools' Shared Decision Making Committee (SDMC) in ensuring the fidelity of the 21st Century Cycle 12 Grant implementation. By implementing 50-60 minute intervention sessions using the Amplify Reading Program and the Zearn Math Program we will increase students' mastery of critical reading and math skills. In addition to the Zearn and Amplify programs a list of TEA recommended HQIM programs maybe used at the discretion of the district Curriculum Specialist. Both programs use diagnostic assessments for correct skill level placement in the HQIM intervention program. The High impact tutorial model will rely on benchmark data to measure students' academic growth.

Each campuses' High Impact Lead teacher will gather and analyze feedback reports from contracted intervention service providers. Further data analysis by the district Curriculum Specialist will determine any need for program modifications and adjustments. As an additional measure the HIT Lead teacher will meet with campus administrators and school day teachers during grade-level meetings to share data results that will integrate after school interventions with school day learning. The district Curriculum Specialist will provide training for the contracted intervention service providers to ensure that the program is implemented with fidelity. The district Curriculum Specialist, Site Coordinator, and the campus HIT Lead teacher will collaborate to identify any trends and academic needs in order to guide our decision making regarding program objectives for intervention. The assessment results and data gathered from our HQIM strategies and tools will provide reliable information to accurately integrate our after school tutorial model with school day instruction.

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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.	Project Director (1) (Senior Program Specialist) @ with fringes @ 30% of salary	\$124,027
2.	Accelerate Learning Curriculum Specialist @ with fringes @ 30% of salary	\$95,953
3.	Site Coordinators (5) @ \$50,000 with fringes @ 30% of salary	\$312,000
4.	Instructional Staff/HIT Implementation (5) @ 3 hours per day/5 days per week/\$25 per hour	\$39,675
5.	Extra Duty Pay with fringes @15% for Teachers	\$456,985

Professional and Contracted Services

6.	HIT Vendor (Academic Support)	\$621,000
7.	Performing Arts/Visual Arts	\$25,000
8.	STEM/Technology	\$50,000
9.	Health/ Fitness/ Nutrition/ Sports	\$56,999
10.	Parent Involvement/ Education	\$10,000

Supplies and Materials

11.	General Supplies and Materials	\$31,950
12.		
13.		
14.		

Other Operating Costs

15.	Transportation Student/ Field Lessons	\$18,000
16.	Travel to TEA and Out District of Conferences	\$15,500
17.	In-District Mileage	\$2,250

Capital Outlay

18.	Technology 5 computer for Site Coordinators to input program data	\$5,571
19.	Equipment/ Secure Student Tablets	\$5,290
20.	Student Tablets/Technology	\$37,800

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

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