



## 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](mailto:competitivegrants@tea.texas.gov)

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

**Grant period:** From **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 **Neighborhood Schools**

Campus name **N/A** CDN  Vendor ID **83-1577326** ESC **4** UEI **N/A**

Address **3900 Essex LN. Suite 1200** City **Houston** ZIP **77027** Phone **304-380-3389**

Primary Contact **Anna Hardway** Email **ahardway@neighborschools.org** Phone **304-380-3389**

Secondary Contact **Alonzo Alaniz** Email **alonzoalaniz5@gmail.com** Phone **956-970-1414**


### 2. Certification and Incorporation

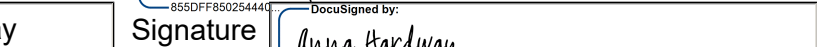
I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized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

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

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

Authorized Official Name **Anna Hardway** Title **CEO** Email **ahardway@neighborschools.org**

Phone **304-380-3389** Signature  Date **1/20/2023**

Grant Writer Name **Anna Hardway** Signature  Date **1/20/2023**

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

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RFA/SAS # **701-23-106/180-24**

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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.

Neighborhood Schools, Inc. (NSI) was officially established in 2018, however, its roots date back to 1994. NSI's mission is to guide children from under-served communities to love learning and develop the academic skills and virtues to succeed in life and transform their communities. The 21st CCLC Program provides an outstanding opportunity to help achieve this mission, through impactful activities which directly address the specific challenges faced by our communities. NSI will utilize ACE funds to create 6 Community Learning Centers focused on improving academic scores, parental engagement, and mental health and well-being. The participating centers will include 3 Premier High School campuses, 1 Classical Academy campus, and 2 Neighborhood School campuses. For best impact, NSI and the 2 LEA entities conducted an extensive needs assessment that drew data from each LEA's campus-wide standardized tests, student and parent surveys, attendance/graduation rates, disciplinary reports, special population data (i.e., at-risk, economically disadvantaged, migrant, etc.), and focus groups with teachers and administrators. This data helped NSI create an elaborate needs assessment.

NEEDS ASSESSMENT: The LEAs' and Community's data indicates a glaring need for program assistance. (MULTIPLE DATA SOURCES: 2020-2021 Texas Academic Performance Report (TAPR), local benchmarks, criminal youth reports, teen pregnancy rates, and the 2020 U.S. Census Bureau):

- A. Economically disadvantaged students attend targeted campuses at an 85.7% rate, surpassing the state's average of 60.6%
- B. At-risk students make up 75.3% of the targeted campuses, far exceeding the state average of 53.5% (Earning two priority points).
- C. Half (50%) of the targeted campuses are identified as Comprehensive or Targeted for school support.
- D. Targeted campuses have ELA state assessment scores that are 10% lower than the state's average.
- E. Math state assessment scores are 17% lower than the state's average of 42%.
- F. Chronic absenteeism rate is 41.9%, which is more than double the state's average of 15%.

ADDRESSING the NEEDS: To address needs, NSI will launch an ACE program to include a 155-day Fall/Spring semester program and will be supplemented by 25 days of programming over the summer. This program will offer enrichment, targeted academic support, and family engagement activities during this time to combat the needs above. For Enrichment Activities, the targeted campuses will offer exciting activities, including brain basics, visiting zoos, A Night at The Opera, fine arts at the hobby center, gardening, lifetime sports, job navigation for parents, paid internships, etc. For Targeted Academic Support Activities, the targeted campuses will offer High-Intensity Tutoring (HIT) with High-Quality Instructional Materials (HQIM). For Family Engagement Activities, the targeted campuses will offer 6 trade certificates to its parents via working with Work Texas (parents can choose based on interests). The program will be a hybrid model (both in-person and online activities for parents). NSI gathered campuses/ community data TO INFORM THE TARGETED NUMBERS. This data identified a target number of parents (95) and students (373) using ACE funds (those in greatest need will be given priority).

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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.

The PERFORMANCE MEASURES already established in the guidelines by TEA will be utilized to gauge high-quality effectiveness, such as: 1) Percentage of students who have displayed improvement in reading/language arts state assessments. 2) Proportion of students who have improved in mathematics state assessments. 3) Number of students in grades 10-12 who had a GPA below 3.0 but have since progressed. 4) Percentage of students who had an attendance rate of 90% or less but have since improved. 5) Decreased percentage of in-school suspensions compared to the previous school year. and 6) Proportion of students with teacher-reported engagement in learning. Each targeted campus will identify and incorporate on-going measures based on the need for improvement. Benchmarks: Beyond producing these performance measures, NSI established its own benchmarks. These benchmarks will be employed to ensure that the organization’s SMART Goals, listed in the Grant-Level Strategic Plan, are accomplished. Because of space limitations, the entire SMART Goal and the corresponding benchmarks cannot be noted in this section. Nevertheless, below are the benchmarks, together with their respective SMART Goal subject(s):

- Academic Performance in Reading and Math – Targeted Academic Support with High-Impact Tutoring will be launched in September 2023, using HQIM.
- School Day Attendance – Monthly attendance rosters will be reviewed to identify improvement, and PBIS incentives will be offered to participants who improve their attendance;
- Student Engagement –Enrichment activities (such as a Night at The Opera or paid internships) will start in September 2023, and surveys will be administered every 6 weeks to gain feedback and customize activities; and
- Family Engagement – Monthly (4) family engagement sessions will be scheduled by December 2023, and at least one parent will be recruited to the ACE Steering Committee by September 2023.

Various MONITORING methods will be used to ensure that the program is implemented according to the benchmarks, grant goals, SMART Goals, and with FIDELITY. This includes conducting periodic program evaluations and reviews, monitoring program implementation through classroom observations, conducting surveys and interviews with campus staff, parents, and students, reviewing program documentation such as lesson plans and student progress reports, developing a comprehensive professional development plan for program personnel, creating an ACE Steering Committee including the LEAs’ administration, parents, students, and community members, and utilizing an internal evaluator to generate an evaluation report to track program outcomes. This evaluation will refine, improve, and strengthen the program and be made available to the school board, community, and TEA.

To further hit these benchmarks and SMART goals, NSI will be ALIGNING AFTER-SCHOOL LESSON PLANS WITH THE WEEKLY REGULAR SCHOOL DAY lessons at each campus. NSI’s ACE Site Coordinators will collaborate with administrators and teachers at each of the six campuses bi-weekly to distribute lesson plans from the regular school day and the after-school program to guarantee consistency. Including regular school-day teachers in shared academic data and inviting them to participate in after-school programs, the ACE staff will have an advantageous effect on teaching and will help reinforce and supplement regular academic programming. These regular day teachers are necessary to the program’s after-school tutoring segment because of their content expertise with their assigned grade level. They will also be included in the Texas ACE staff’s planning to benefit in core academic subjects most in need.

NSI is aware that all its goals and activities will be in vain if there is a lack of student participation. To ensure the program can be widely utilized, especially for those most in need, all partners will focus on RECRUITMENT AND RETAINMENT to ensure constant student attendance and participation. The TX21st ACE tracking system will be utilized to measure progress of attendance, academic achievement, parental involvement, etc.

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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.

NSI will devote every effort to ensuring that the targeted schools meet all proposed goals and objectives. To guarantee success, NSI will utilize evaluation data to ensure the targeted campuses stay on track and adjust the program when necessary to ensure NSI stays on target to meet proposed goals.

In addition, NSI will UTILIZE STATE ACTIVITIES for project evaluation and modification such as, but are not restricted to, 1) The Data Collection and Reporting System (Texas 21st CCLC Student Tracking system (TX21st)) – To guarantee targeted goal numbers are accomplished, and academic enhancement is documented accurately. 2) State and Local Evaluation – To acquire baseline data and ascertain percentages of progression in academics, student participation, and parental involvement. 3) Program Monitoring and Risk Assessment – To make sure resources are being properly spent and all local and state regulations are honored. 4) Technical Assistance – To support with reacting to program-related queries. Both internal and external personnel/consultants will be utilized. If it is found that the program is not MAKING SUFFICIENT PROGRESS while utilizing human and material resources, measures will be taken to get the program back on the right track. The data results will refine and will reinforce the program and provide an accurate evaluation of the success in meeting performance objectives. By utilizing assessment results and goals, NSI will have a baseline for understanding HOW TO BEST MODIFY the program for greater effectiveness.

**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 21<sup>st</sup> 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 innovative program proposed for the targeted campuses seeks to improve student academic achievement and well-being, not only through new initiatives, but through proven and effective activities already being incorporated through NSI at these partner locations. The program includes the following targeted academic support, student interest-based enrichment, and family engagement activities:

The TARGETED ACADEMIC SUPPORT PROGRAM is focused on helping students excel academically. NSI wants to help boost their performance, help them improve their grades, and increase graduation rates. Therefore, NSI will be offering the program after-school and during the summer at six targeted campuses. It will consist of High-Intensity Tutoring (1:3 teacher-to-student ratio), computer-based tutoring, SAT/ACT preparation courses, and homework assistance. These activities target 75.3% of the LEA's targeted at-risk students. (3 Priority Points-Higher than the state's average of 53.5%).

The STUDENT INTEREST-BASED ENRICHMENT will be tailored to the unique demographic of the students at the proposed campuses. To get participants engaged, NSI will offer a range of exciting activities, including brain basics, visiting zoos, learning to give back, fine arts at the hobby center, a Night at The Opera, gardening, lifetime sports, workforce navigation classes for parents, robotics, choosing the right college, in-person sports, and paid internship opportunities with local businesses/trade programs. NSI will also have field investigations to excite students and encourage them to pursue post-secondary/career paths. These field investigations may include trips to employer-hosted events, local colleges, and career fairs.

The FAMILY ENGAGEMENT ACTIVITIES will strengthen the bond between school and home, offering at least one activity each month. The activities will be wide-ranging, and some of the activities that may be provided include:

**MULTI-GENERATIONAL LEARNING:**

- English Second Language Classes
- General Educational Development (GED) Classes
- Job Skills/Workforce Navigation Classes

**SATURDAY EVENTS:**

- Brain event with UTHEALTH
- Math Night
- Reading Night
- Santa Maria Hostel classes

**CAREER AND TECHNICAL EDUCATION (CTE) CLASSES:**

- Trade Certification for Parents- At the targeted campuses, NSI will utilize Work Texas, which offers 6 trade certificates to parents. By having classes towards these certificates, Work Texas offers NSI's high school students and parents the skills and expected work ethic they need to enter the workforce. These skills attained will make them ready to contribute immediately to employers' businesses and advance in that field or another field of their choice. Trade courses will be extended beyond regular school day hours to targeted students and their families. This activity will raise family engagement and help with poverty demographics seen at the campuses.

All activities can be experienced in person and virtually to fit parents' busy schedules. NSI will encourage parents to join the ACE Steering Committee to ensure active and meaningful family engagement. Through the Committee, parents can improve the program, build community awareness, assess program effectiveness, and share ideas for program income/resources for sustainability.

Neighborhood Schools, Inc. is dedicated to helping its partner schools by closing achievement gaps, IMPROVING STUDENT ACHIEVEMENT, and creating educational structures that support all learners. ACE staff will use PEIMS data, 6-week grades, and attendance reports to track progress and develop action plans to address areas of improvement. Moreover, ACE staff and TEA's 21st CCLC assigned provider will review the Need Assessment to ensure it is on track to improve the glaring statistics. With this approach, Neighborhood Schools, Inc. is confident in its ability to boost academic performance, promotion, and graduation rates.

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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.

Each activity has been scientifically selected based on the research studies and evidence-based practices: **ACADEMIC PERFORMANCE & ACHIEVEMENT:** Tutoring aids student success, course passing, and higher enrollment rates, according to research. A study of Texas ACE, which includes tutoring, revealed improved Reading/ELA and Mathematics test results in Grades 9-12, with a higher chance of passing grades (American Institutes for Research, 2020). **POSTSECONDARY & WORKFORCE:** Research from the College Board (5/8/2017) has shown that students who spend 20 hours on SAT prep have higher scores than those who don't. Westrick et al. (2022) noticed that SAT tutorials help improve exam scores and make students more likely to take college courses. So, as part of the ACE program, CTE courses will be offered. Trade schools are useful in helping students understand their aptitude for a professional career. In fact, a 2020 study in Heliyon titled "Effects of a vocational program on professional orientation" found that vocational programs at trade schools had a positive effect on healthcare students' perceptions of their future profession (Quiroga-Garza et al., 2020). Their findings showed that 30% said the program helped them decide on a career choice and 47% said it increased their interest in healthcare. **YOUTH DEVELOPMENT:** Research shows that parents play a key role in students' success. For this reason, NSI chose the ACE activities to ensure that parents have plenty of ways to get involved with their children's education. According to the Baker TL study titled Creating Solution To Enhance Family Engagement, (2016 School Community Journal) "parental involvement may include collegiate discussions after school with their children and teachers, aiding with homework assignments, engaging in extracurricular activities, monitoring academic progress through positive reinforcement activities, participating in parent meetings, attending school extracurricular activities, and volunteering in the classroom". Therefore, all NSI's activities focus on helping parents support their child's academic progress, extracurricular activities, school activities, and homework. This will ultimately lead to the student's success in their public education career.

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.

**HOW NSI WILL ADDRESS TRANSPORTATION NEEDS:** Neighborhood Schools, Inc. is committed to providing students with access to its program activities, regardless of their transportation situation. To accomplish this, the organization offers vouchers for city transportation (e.g., Houston/Dallas Metro, Uber) for students after the program concludes. During summer hours, if needed, pick-up and drop-off services or public transportation vouchers will be provided for students to and from their homes. Also regarding pick-up and drop-off, the centers will be open until 6 p.m. to provide a safe, supervised environment for students until their guardians can pick them up. Therefore, NSI has taken into account the unique circumstances of the students attending the programs and has tailored it to meet their unique needs.

**SAFELY TO AND FROM EACH CENTER AND HOME:** Neighborhood Schools, Inc. is dedicated to keeping students safe and secure at ACE. To ensure this, NSI will require each participant to have a parent or guardian complete and sign an ACE Student Participation Form. This ACE Student Participation Form will list the authorized individuals who will be allowed to pick-up the student. For those who are unable to come to pick-up their child by 6 p.m., NSI will offer high school students transportation options such as local city transit and Uber, Lyft, or other rideshare vouchers. By providing various transportation options and services, NSI can ensure that attendance is maintained.

As a bonus, parents attending evening activities can take advantage of free childcare services at the targeted campuses.

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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.

PLAN TO INFORM THE COMMUNITY ABOUT CENTERS AND PARTICIPATION: NSI has taken and will continue to take various approaches to keep the community informed about the community learning centers and engage them in the program. In fact, prior to the submission of the grant, NSI took several measures to ensure the parents, students, and stakeholders were informed about the program. This included posting notices on the targeted campuses’ websites, school lobbies, and providing announcements via Parent Square (a parent communication system).  
In addition, if awarded, NSI will take the following approaches to inform the community about centers and participation in the program: Community outreach including calling community members, sending emails, utilizing Parent Square, and/or hosting Open Houses to tell them about the learning centers and urge them to participate; Social Media advertisements such as Facebook, Twitter, and Instagram to promote the learning centers and give updates about the program; Flyer promotions (Bilingual) to be distributed throughout the community, either through mail or by posting them in public places such as in the surrounding area of the targeted campuses. (ACCESSIBLE) NSI will join/continue to join hands with local organizations such as churches, schools, and non-profits to help spread the word about the learning centers and encourage participation. Lastly, NSI will include a flyer in the local newspaper and provide more details through a featured news story and will continuously participate in Facebook Live events focusing on the program's goals and activities for students and parents.  
Solicitation of the program will include Texas ACE Branding's marketing materials and templates, available in both English and Spanish, to ensure maximum comprehension. (UNDERSTANDABLE) The preferred implementation method will be a personal approach of sitting one-on-one with parents, community partners, and other stakeholders.

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)

NSI is dedicated to enabling its students to accomplish their highest potential through VOLUNTEER COMMITMENT. To guarantee that volunteers utilized during this after-school program are certified, NSI will necessitate stringent regulations and procedures to enlist, select, and prepare them. NSI will prioritize those with relevant experience (such as computer and technology experience, technology, STEM experience, etc.), retired educators, academic/Social-emotional learning (SEL) advisors/counselors, mentors, and college students. Through subsequent recruitment efforts utilizing print media, social media, and word of mouth, NSI will recruit the volunteer to support academic growth by helping with homework; to facilitate engaging enrichment activities (i.e., sports, art, music, etc.); and to offer personalized tutoring.  
Volunteers that are considering joining the program will fill out an application form including information regarding their past employers, educational background, and references. Those who are chosen to help with the program are required to be fingerprinted and must go through a criminal background check. Once the volunteers are approved to serve the targeted campuses, they will receive in-depth instruction on student safety, program rules, expected behavior from volunteers, mandated reporting, and other relevant information. The Site Coordinators will provide this training to help inform the volunteers about the aims and objectives of the program and to give them the ability to work with students of all ages safely. Volunteers will have scheduled regular meetings with Site Coordinators to discuss any worries or queries about the program or their role.

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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.

**EFFECTIVE USE OF PUBLIC RESOURCES:** Neighborhood Schools, Inc. will leverage grants and philanthropy donations secured by the targeted campuses. Grants secured include YASS Prize STOP Grant, Innovation Grant, Private Donations, P-TECH, and TCLAS General Revenue (GR) Grant to acquire invaluable resources. Through these grants, the targeted campuses obtained printed unit materials, textbooks, manipulatives, professional development, and on-going coaching. These resources will not only aid NSI in achieving its program goals and objectives but also amplify the effectiveness of these ACE program funds. This proposal will strive to increase the advantages to the student population in reaching the objectives of improving at-risk students' academic performance. Also, the program personnel will be able to utilize TEA's online and in-person training and support resources to provide quality programming in aiding students to meet the program's target. Lastly, Neighborhood Schools, Inc. will use local volunteers and in-kind contributions from its partner organizations (i.e. Gallery Furniture, First Methodist Church, Houston A+ Challenge Center, etc.) to make the most of its money throughout the program's duration. NSI will use the 21st CCLC funds to enhance existing programs backed by these public 21st CCLC resources to improve student STAAR scores, behavior, attendance, and college readiness. It will also provide students' families with sources to meet their child(ren)'s requirements.

**COORDINATE WITH OTHER PROGRAMS:** In order to supplement this grant, NSI will also utilize the services of the LEAs' maintenance workers, custodians, security guards, and food workers. Additionally, NSI will partner with the school on federal funding to help supplement the grant program. Some federal funds that will be used include: 1) Title I Part A – to hold family engagement events and refer students needing social-emotional learning (SEL). 2) Title III Part A- to develop English skills in immigrants. and 3) Title IV Part A – to purchase STEM, music, and dropout prevention activities. Ultimately, these funds and initiatives will help us meet our goal of providing engaging extracurricular activities for low-income students and their parents.

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 vision of the community learning centers is to seek long-term sustainability by establishing relationships with community partners and leveraging current resources. A preliminary plan has been crafted to ensure the continuation of the centers' mission after the grant funding expires. This plan includes outreach to local businesses, government entities, and private foundations to secure financial and in-kind contributions that will enable the centers to cover overhead costs and continue operating. Additionally, the centers will use their existing resources, such as volunteer staff and community members, to help create a source of on-going support. Ultimately, the targeted campuses will leverage numerous federal, state, and local programs, like their Title I (high poverty) programs, Instructional Materials Allotment (IMA), and state compensatory funds, to efficiently use public resources effectively.

**LOCAL SUSTAINABILITY EFFORTS:** Not all resources offered under this grant can be easily replaced without some budgeting dedicated to the program. Therefore, the Leadership Team and Administrators will take this into account when assessing the importance and use of the Texas ACE program. In the final year of the grant, NSI will explore ways to make the Texas ACE Program part of the targeted schools' budget. With help from NSI, each targeted campus will also form a Capacity Building Advisory board composed of leaders from local partners to collect feedback and resources for the program's long-term sustainability while tracking donations and funding from businesses and vendors. If the program's benefits are properly publicized, NSI expects more local organizations and companies will be keen to help the children in their community; thus, increasing the ability to maintain the program after funding has expired.

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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

The proposed 21st CCLC partnerships between Neighborhood Schools, Inc. and existing partner organizations and how each partner can contribute to achieving the 21st CCLC grant and center-level objectives are outlined below. The proposed activities provided by the partners will broaden the range of high-quality services to students and participating families, making a more impactful difference.

Proposed Partners: Partners that will be involved in the grant program include:

- Gallery Furniture: Will collaborate with Neighborhood Schools, Inc. to offer the Work Texas program at Gallery Furniture. Premier High Schools is housed at this location. Classes and certifications in welding and electrical will be offered to both students and parents. This program will create more opportunities for local youth to hone their skills, helping them thrive academically and professionally. This includes offering work-based learning experiences for students and parents. Students will also utilize Work Texas Center for paid internships. Since the targeted campuses have flexible schedules, many high school students can participate in these activities to gain employment skills, earn income, and utilize skills for future work.
- First Methodist Houston: Will collaborate with Neighborhood Schools, Inc. to offer a range of services to the participating students and their families. These services encompass student support, counseling, homework assistance, and community service. Through these services, First Methodist Houston will assist students in achieving academic and personal success. The support, resources, and guidance provided by the church will aid students in navigating the challenges of college life and addressing any personal or emotional obstacles they may encounter. The homework assistance and community service programs will also offer students valuable life skills.
- Santa Maria Hostel: Will offer intensive, intentional parenting classes in the highest-need communities. They provide small-group interventions with the whole family to strengthen the family safety net.
- Houston A+ Challenge: Will offer after-school academic assistance to all of the centers that are implemented based on the latest research and best practices in education. The assistance focuses on helping students develop proficiency in literacy and mathematics through tutorials and labs. In addition, the Youth Development Center provides additional resources and support services to help students grow academically and personally.
- Neighborhood Community Initiatives: Will provide guidance and training to students, granting them and their families access to financial resources and social aid. This includes job placement, job readiness training, childcare support, etc.

NSI has 30-plus partners, but due to space constraints, only a few were listed.

Program Sustainability: Neighborhood Schools, Inc. is committed to ensuring the longevity of the ACE Program. To ensure sustainability, NSI will work with targeted LEAs to integrate manageable pieces of the ACE Program into future school budgets while also seeking financial support and buy-in from the partnerships established through the grant program.

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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.

Neighborhood Schools, Inc. will work with the targeted LEAs' administration to seamlessly integrate academic enrichment, accelerated learning, and tutoring activities into the regular school day, campus curricular programs, and state standards to meet student needs. Engaging participants in project-based learning activities will help supplement educational activities, and activities will be aligned with TEKS and STAAR, aiding students in achieving academic success in core subjects and furthering their regular educational programs. NSI's Texas ACE Site Coordinators will collaborate with administrators and teachers bi-weekly to exchange lesson plans from the school day and after-school program, allowing learning to extend from one program to the other. Moreover, the following priorities delineate how NSI will address Program Priority 1 and Program Priority 2:

**PRIORITY 1:** Targeted campuses were recently awarded the YASS Price STOP, P-TECH, and TCLAS General Revenue (GR) Grant, vital resources that can be integrated with a new 21st CCLC Grant Program. Through the YASS Price STOP Grant, the targeted campuses acquired high-quality instructional materials that allowed them to deliver exceptional instruction and an extra support layer to ensure that students get the best possible education and life opportunities. The P-TECH Grant will give the opportunity to students who are from the targeted campuses to participate in career expos, guest lecture presentations, and university and technical school visits coordinated as part of the P-TECH Grant. These personalized lesson plans shall be given to ACE program personnel to help with the provision of after-school tutoring and academic aid. Thanks to the TCLAS Decision 11 grant, the targeted campuses procured HQIM from Pearson and Amplify to improve Mathematics and ELA. These same materials can also be used during the ACE Program. Furthermore, the successful execution of these grants shows the targeted campuses' efficiency in carrying out grant programs and presents a chance to combine 21st CCLC Grant funds with these grants, consequently taking full advantage of funds. Further support from private donations, YASS Foundation, local government funding, and this grant will be essential for successfully implementing and creating a bright future for the targeted campuses.

**PRIORITY 2:** The targeted campuses' needs assessment revealed that many students require additional educational and targeted support. A majority (75.3%) of the targeted students are classified as At-Risk. To address this, NSI plans to include increased utilization of HIT and HQIM products (3 Priority Points). To ensure every student gets the assistance they need, HIT will be offered three days a week, 30 minutes a day, for 30 days. Rather than traditional tutoring, instead of adhering to a 1:15 adult-to-student proportion, HIT will be executed in a 1:3 adult-to-student proportion. This decrease in size will ease the burden for the teachers, allowing them to focus on the quality rather than the number of their tutoring. Additionally, in this smaller group, students will be more likely to feel comfortable articulating their views, posing inquiries, and making their needs known. HQIM will be purchased and executed daily during HIT sessions to go along with this HIT. Targeted campuses will utilize HQIM from different vendors to upgrade ELA and upgrade math offerings.

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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"/>
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>
4.	<input type="text"/>	<input type="text"/>
5.	<input type="text"/>	<input type="text"/>

**Professional and Contracted Services**

6.	<input type="text"/>	<input type="text"/>
7.	<input type="text"/>	<input type="text"/>
8.	<input type="text"/>	<input type="text"/>
9.	<input type="text"/>	<input type="text"/>
10.	<input type="text"/>	<input type="text"/>

**Supplies and Materials**

11.	<input type="text"/>	<input type="text"/>
12.	<input type="text"/>	<input type="text"/>
13.	<input type="text"/>	<input type="text"/>
14.	<input type="text"/>	<input type="text"/>

**Other Operating Costs**

15.	<input type="text"/>	<input type="text"/>
16.	<input type="text"/>	<input type="text"/>
17.	<input type="text"/>	<input type="text"/>

**Capital Outlay**

18.	<input type="text"/>	<input type="text"/>
19.	<input type="text"/>	<input type="text"/>
20.	<input type="text"/>	<input type="text"/>

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](mailto: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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