



**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 to **Pre-award costs:**

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC UEI 83

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

Shared services arrangements (SSAs) **are** permitted for this grant.

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 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.

1) Data Sources: Using the Needs and Community Resources Assessments and internal assessments, Pasadena ISD identified 3 main categories where students at selected campuses need additional support from the ACE program. Those categories include: Academic Achievement (Reading/English Language, Math and STEM); Student Enrichment (At Risk, Attendance, Behavior and Social Emotional Learning, Student Activities, Healthy Living); and Family and Community Engagement (Parent Involvement, Community Programming). In determining needs, sources included: 2021-2022 STAAR scores, TX Academic Performance Reports (Academic, Accountability, Discipline, Attendance, Demographics); Census Data; Parent Surveys; Houston Public Health (Food Insecurity); and Campus Improvement Plans. Stakeholder feedback was provided by: parents; Campus Needs Assessments; district staff, including social workers, PISD Behavior Response Team and McKinney-Vento director; and community organizations/planned partnerships (see Statutory/Program Requirements Question 8 for more detail).

2) Need for ACE: All 10 PISD campuses underperformed the state in Reading and Math STAAR results (Meets or Above Grade Level). For reading and math, the lowest performing campuses are 24% below the state average (Mae Smythe-Reading and Richey – Math). Similarly, all campuses have more students in need of accelerated learning support (HB 4545) compared to the state (26%). At De Zavala, 42% of students need accelerated learning support. Student enrichment and engagement are also in need of ACE support. All 10 PISD campuses have a significantly higher At Risk population than the state (PISD ACE: 74.3% - 87.3% vs State: 53.5%). The pattern is the same for Eco. Dis. students (85.8% - 95.3% vs 60.3%) and English Language learners (39.3% - 63% vs 20.7%). Retention/chronic absenteeism (18.5% avg. for PISD campuses selected to participate in Cycle 12) are also problematic as many campuses are located near hotels, apartments and mobile homes. Community issues such as crime, gangs, and food insecurity affect these areas and can be improved via ACE. Current assessments reveal parents and students would benefit from and have requested extended day support that furthers student learning and expands access to "extracurricular" activities often unaffordable or unavailable to area families.

3) Activities to Address Needs: The Cycle 12 ACE program will include 3 activity components: Targeted Academic Support (e.g., High Impact Tutorials, Small Group Learning, and Language Support for Emergent Bilingual formerly called English Language Learners); Student Interest Based Enrichment (e.g., Clubs and SEL practices); and Family Engagement to address student needs. Details of these activities and strategies can be found in Question 8.1 (Statutory/Program Requirements). The needs of working families were identified in determining hours of operation and the types of activities provided. PISD ACE will offer early/longer operating hours in the summer to facilitate student drop off and a fifth day of summer programming on Fridays as identified by parent need.

4) Target Pop. Determination: Based on student data and needs assessment, PISD determined the target pop. via a standardized # of 100 ES and 90 MS students for regular student #'s and a range of 34-63 HIT students/campus determined by HB 4545 #'s, campus enrollment, chronic absenteeism student counts, and other needs while maintaining quality programming. Budgets required for 15:1 and 3:1 HIT student: teacher ratios were considered.

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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.

Benchmarks to achieve the annual SMART goals described in the Grant Level Strategic Plan include:

- 1) Improve Reading and Math Performance-Benchmark (BM)1: Identify targeted students needing reading and math support (focus = accelerated learning support per HB 4545). BM 2: Align activities to the needs of targeted students (Ex: High Quality Instructional Materials for struggling students with High Impact Tutoring for HB 4545 students). BM 3: Pre-test targeted students (MAP Growth). BM 4: Implement impactful activities. BM 5: Post-test targeted students (MAP Growth). Goal: 3.5%-point increase/assessment. Strong Program Operations (SPO), Alignment with School Day (ASD), and Fidelity of Program Implementation (FPI) are examples of key strategies to achieve these goals. See the end of this section for specific descriptions of key strategies.
- 2) Improve School Day Attendance-Benchmark 1: Target chronically absent students. BM 2: Train staff on absence-prevention. BM 3: Address attendance barriers via family workshops. BM 4: Develop responses to student barriers. BM 5: Provide personalized student outreach. Goal: 1% -point decrease/qtr. SPO, Recruiting/Training Staff (RS), Retaining Students (RST), Engaging Family Members (EFM), and FPI are examples of the key strategies used.
- 3) Improvement in Student Engagement-Benchmark 1: Recruit qualified staff (internal and external). BM 2: Pre-Assessment of Student Engagement. BM 3: Train staff on SEL, discipline, and other engagement activities. BM 4: Implement student engagement strategies and community activities. BM 5: Administer the Student Engagement in Learning Survey to school day teachers. BM 6: Post-Assessment of Student. Goal: Student engagement survey results will increase at least 1.5% per semester. RS, SPO, and RST are examples of the key strategies to be used.
- 4) Improvement in Family Engagement- Benchmark 1: Recruit qualified support staff (internal and external). BM 2: Pre-Assessment of Family Engagement via internal assessment created by PISD Research and Development Department. BM 3: Train staff on family engagement activities and strategies. BM 4: Implement family engagement strategies and community activities. BM 5: Post-Assessment of Family Engagement via internal assessment created by PISD Research and Development Department. Goal: Provide 2 family engagement activities/month/site. EFM and FPI are examples of key strategies to be used.

Descriptions of key strategies used to meet the above listed goals include:

- a) Retaining Students (RST)- student surveys and student-led activities to drive activities offered, content covered, student voice, choice, and opportunities for student leadership; and mentors and weekly check-ins to address well-being/ barriers to success. Seven out of the 10 schools are in the same feeder pattern. This makes it possible for students to grow with the program across multiple schools and grade levels as they continue to close the academic/ social gap.
- b) Engaging Adult Family Members (EFM) - Parent Advisory committees and survey results will drive services provided; Family events (2 per site per month); communication (newsletters, social media, and schedules to accommodate working parents.
- c) Recruiting Staff (RS) - Presentations, job fairs, digital media communication, at local community colleges, universities, local organizations, and PISD High School Co-Op programs.
- d) Ensuring Strong Program Operations (SPO) - Staff development requirements (ACE Academy: staff trainings with shadowing experiences); frequent program observations; 15:1 ratio using college students, HS students, teachers, and paraprofessionals (3:1 for HIT).
- e) Alignment with School Day (ASD) - Site Coordinators will collaborate with Campus Academic Coaches to assess students, review scope/sequence and learning objectives, coordinate activities, and ensure alignment with district initiatives and student needs.
- f) Fidelity of Program Implementation (FPI) - Ongoing monitoring to ensure fidelity such Lesson Planning Trainings; Evidence-based curricula; Evaluation/adjustment and SMART goals; SMART goals for activities.

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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.

Using a comprehensive evaluation process, PISD will continuously monitor the progress, improvements, setbacks, and modifications to ensure success in meeting project goals. Project evaluation will be conducted by PISD's Research and Evaluation staff and the Cycle 12 team (Project Director, Coordinators, and School Administrators). Data will be collected from a variety of sources including: site observations (2-3 observations/wk by Site Coordinators, 2 site observations/semester by the Project Director and quarterly qualitative observations by the evaluation team); student academic assessments; student attendance records; and student/family engagement surveys and assessments (ex: PISD Student Engagement and TEA Teacher Learning Survey). Data will be recorded internally as well as externally in the TX 21st CCLC Student Tracking System.

Using collected data (and guidance from the Texas ACE Local Evaluation Guide), the evaluation team will conduct a quarterly program analysis for fidelity of implementation and monitor progress toward program goals and improvement of program design. Data collected, along with local evaluation reports provided by TEA, will be included in quarterly and annual reports (My Texas ACE Program Evaluation) detailing strengths and weaknesses identified and suggestions for improvement.

As information is presented to stakeholders, the Project Director will guide the Site Coordinators in refining, improving, and strengthening their programs. Possible programmatic updates may include: creating action plans based on local evaluation and quality assurance process results; using observation results to drive and guide planned staff development opportunities; and as appropriate, utilizing Technical Assistance and Training and Resources available via the state's activities for continuous improvement. Information collected during the program evaluation will be used to inform the ACE Cycle 12 Project Director and School District Administrators about program strengths and improvements and will include suggestions for program sustainability for future years.

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.

All 10 participating conducted a thorough needs assessment. Based on the results, principals and campus teams identified their top three needs. Campus teams then worked with the program coordinator and principals from previously successful ACE programs to develop a proposed Cycle 12 program activity schedule that best meets their academic and other needs. Program activities can be categorized in one of three ACE components: Targeted Academic Support, Student Interest-Based Enrichment, and Family Engagement.

1) Targeted Academic Support: Each campus will offer Academic Assistance activities that supplement regular day instruction such as homework assistance, blogging, and STEM activities. SCs will identify the lowest scored learning objectives on STAAR and MAP assessments and use these to create activities that fill gaps and reinforce school day learning. High Impact Tutoring will be provided using High Quality Instructional Materials like Zearn and Amplify. Other reading and writing specific activities available will include: Reading Warriors (a reading competition between grade levels and sites to promote reading during ACE program and at home), book clubs, and Global Pen Pals. Other math and science specific activities will include Math Hoops (a TEA initiative), MindWorks Resources Curriculum, and Makerspace Curriculum. Robotics is an especially exciting PISD ACE offering that is both educational and enriching. Robotics activities help students meet STEM learning goals while boosting student engagement through fun, hands-on, collaborative work. Few PISD elementaries offer Robotics during school day. ACE will meet the need of expanding PISD's Robotics program to more elementaries. We will incorporate the One-Way Dual Language program and sheltered instruction, used during school day, into after school to provide targeted academic support for our ELL/EB students.

2) Student Interest-Based Enrichment: Students will be surveyed each semester. Attendance and participation in each activity will be analyzed and schedules will be adjusted accordingly. Enrichment activities allow students to work together to complete projects and problem solve. SCs will work with their Campus Academic Coaches to incorporate academics into enrichment activities. Proposed enrichment activities include: Nutrition and Physical Health activities such as CATCH (Coordinated Approach to Child Health) and ABL (Action Based Learning), sports, and nutrition. College and Career activities include Career Days, Kids' Biz Entrepreneurship Class (a PBL activity), and exploring new and non-traditional careers (Social media management/Marketing, Sports Management, Podcasting, and Coding/Video Games). Activities that promote strong interpersonal skills include Social Emotional Learning through the evidence-based Conscious Discipline program and Restorative Practices/Circles curriculum; a mentorship program in which college, high school, and middle school students mentor and teach elementary students; and volunteering and Service-Learning opportunities through ACE's biweekly food pantry: Lobos Market, and volunteer days at the Houston Food Bank, local retirement community, or animal shelter. ACE will also offer clubs and activities such as chess, gardening, music, theater, and Quest (a TEA initiative). Project Based Learning will be incorporated as often as possible across multiple activities and disciplines to maximize student participation and encourage retention. For example, a program may have a play where theater students perform, art students make back drops, fashion design students create costumes, and creative writing students write the script. Our goal is to provide PISD students with new opportunities that interest students to improve attendance and engagement and provide students with a vision for their future.

3) Family Engagement: Family and Parental activities will be designed to meet the requests indicated in the parent surveys. In the surveys, adult family members expressed interest in learning how to ensure academic success for their child and build their own knowledge in areas such as health and wellness and learning how to better communicate with their children. Parents also wanted opportunities to spend quality time with their child while building their own capacity. As such, the following family engagement activities will be available for ACE Cycle 12 participants and their families: Family Advisory Committee (feedback and input); Family Outings and Volunteer Opportunities (Houston Food Bank, Children's Museum of Houston); Family Social Emotional Learning Activities (Conscious Discipline and Raising Highly Capable Kids); At Home Together Activities (Holiday Break Activities, Robotics Activities, Action Based Learning Activities); Family Outreach Events (Anti-Gang Awareness, Safety, Financial Literacy); School Day Alignment Events (STAAR BINGO Night, Math Night); and feeder pattern events so that family involvement is easier for families with siblings in different schools. These activities will provide adult family members with the tools they need to continue helping their children learn at home as well as address other barriers to student success.

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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.

Using best practices and evidence-based research, activities will be designed to address at least one of the three ACE goals.

1) Academic Performance/Achievement: Proven High-Quality Instructional Materials like Zearn and Amplify (from TEA's approved list) and MindWorks Resources Curriculum will support students in need of additional math/reading assistance. To keep students engaged and interested, the 5E Model (Engage, Explore, Explain, Elaborate, and Evaluate) will be implemented as will Project Based Learning, an evidence-based learning method shown to help students retain knowledge gained through interactive learning vs textbook learning. Staff will receive training on these evidence-based practices from San Jacinto Community College Education Department, the Pasadena Public Library, and TEA training as appropriate.

2) Postsecondary and Workforce Prep: Studies have shown interventions within classroom settings raise awareness about college, as well as interests that connect to college. Along with career exploration activities mentioned in the previous section, the PISD Cycle 12 ACE program will also offer mentorship opportunities. College students, high school students, and upper-level ACE students will mentor students on college, career, and post-grad opportunities.

3) Positive Youth Development: After school programs promote "youth development by providing opportunities for autonomy and leadership, caring relationships, connections to family, community, and school, safe environments, and engaging activities" (Partners for Public Education). Building off this theory, our Youth Development activities incorporate Conscious Discipline & Restorative Practices to create a safe learning environment. Using the Positive Youth Development Framework, we provide Health and Wellness activities (ABL, CATCH, Sports, Nutrition) as well as Leadership Building activities (Leader in Me) and Social Emotional Learning (Character Strong).

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 Cycle 12 ACE programs will operate in the schools of the participating students; therefore, safe travel to programming is not expected to be an issue. All programs will have a sign-in and sign-out procedure for late arrivals and early pickups from the program and will have supervised dismissal for all car riders and walkers. The ACE policies for safe travel home will differ for each campus, depending on the grade level and transportation needs. For many students, busing is the only way they can attend the afterschool program regularly, therefore it will be provided as needed.

As a part of the needs assessment for the participating Cycle 12 schools, principals were asked to discuss their need for transportation after the program ends each day. The feedback received varied by the school. Middle school students tend to have consistent attendance at ACE sites that provide transportation. Based on past ACE programs' needs, each Cycle 12 middle school (Bobby Shaw, De Zavala, Keller, and Kendrick) will use bus transportation to maintain a high number of regular student attendees throughout the program year. Pomeroy, South Houston, and Williams Elementary are neighborhood schools where the parents have few issues with transportation. Typically, students attending neighborhood schools are walkers or car riders. However, if a need for transportation arises during the implementation of the grant, PISD's Cycle 12 ACE team will provide buses to eliminate transportation issues as a barrier to ongoing student participation. Gardens and Mae Smythe Elementary students live in apartment complexes near the area and utilize buses during the regular school day. Richey Elementary has a combination of walkers, car riders, and bus riders, with many students riding the bus during the regular school day. All schools agree that the option for afterschool busing will benefit student attendance in the program. Additionally, PISD will cover a portion of the cost of transportation to and from all summer programs.

Bus drivers will meet the state requirements for licensure and attend safety training updates annually. This regular training ensures the bus drivers for all PISD Cycle 12 activities have the proper qualifications to safely take the students from the Cycle 12 ACE site to their homes.

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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.

Program communication, outreach, and promotion of the PISD Cycle 12 ACE centers will target staff, parents, students, and the community. The Project Director will work with the district Communications Department to develop promotional materials that describe the program, the various locations, available activities, and benefits to students and their families. Avenues for communicating with stakeholders will include an after-school webpage on the PISD website, an electronic Family Resource Center using the Google Sites platform, the district's Facebook and Twitter accounts, PISD ACE program's Facebook page, each campus's specific messaging system, letters, school announcements, ACE monthly site and grantee newsletters disseminated to school, families and the community, school marquee displays, phone calls, text messages, emails, postings in the community newspapers, and media news releases. Additionally, the program will hold quarterly Steering Committee meetings open to ACE families, PISD staff, and community partners.

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

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

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)

PISD after-school programs routinely seek volunteers to assist in the program's operation. Volunteers are from partner organizations, ACE family members, the feeder high schools, local colleges and universities and local community volunteers. Family members offer their support for special student/family events. Not only do they assist during the events, but they lead planning committees that design the event itself. This practice cultivates positive relationships between ACE staff and parents. High school students assist elementary students with homework and reading and volunteer with ACE instructors as classroom assistants. The elementary students see the high schoolers as role models resulting in authentic engagement and higher interest in academics under their guidance. High school athletes volunteer as referees in our ACE sports leagues. With their support, these leagues are possible logistically and financially. Additionally, college student volunteers are recruited to serve as mentors for younger ACE students from San Jacinto College through a partnership with the Education Department.

All volunteers will be appropriately qualified and screened for their assignment. To volunteer in PISD, an individual will complete a Volunteer Form and submit the form to our Community Relations office. Once the application is received, volunteers will go through an online background check conducted by the PISD Human Resources department. After the background check clears, volunteers are required to participate in a volunteer orientation and are placed in assignments based on the needs of the individual campuses and volunteer skillset. Once a volunteer is placed at a Cycle 12 ACE campus, they must adhere to all PISD volunteer guidelines regarding dress code, safety, and confidentiality.

The Site Coordinators will monitor the effectiveness of the volunteers working in the Cycle 12 ACE program and ensure each volunteer receives adequate training for their placement. If an issue arises, the Site Coordinator will work with the campus principal to address the problem immediately.

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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.

Coordination of federal, state, and local resources allows the delivery of assistance to difficult-to-reach families. Combining services meets the goals and objectives for public resources and those of the ACE program.

FEDERAL: Cycle 12 Site Coordinator (SCs) will work with campus principal to coordinate funding from various sources. Cycle 12 sites will use the Free and Reduced Lunch program for free student dinners after school and free breakfast, lunch, and snacks during summer (~\$180,000/year). SCs will receive Crisis Prevention Intervention and ALICE safety trainings through the Dept. of Justice grants (~\$5,000/yr). SCs will work with campus administrators to ensure safety protocols and procedures implemented during the school day are followed after school. Title I funds will allow SC to collaborate with campus Title I parent coordinator to implement high quality family engagement events. Title III funds will be used to train SCs on strategies such as English Language Development and sheltered instruction to better assist the English Language Learners (~\$1800/yr).

STATE: Six of the proposed Cycle 12 schools currently use Texas COVID Learning Acceleration Supports (TCLAS), Decision 11 to increase academic achievement and close student gaps at schools not meeting state standards. Program students who attend these schools will use Amplify and Zearn online products to improve their math and reading skills (~\$12,500). Also, frontline staff will receive training on state-approved Coordinated Approach to Child Health (CATCH) curriculum (~\$4,000).

LOCAL: PISD Health Services trains SCs and staff on CPR, AED, Stop the Bleed, and administering meds. The ACE team will coordinate with Special Ed. Services and the Homeless/Migrant team to ensure the needs of the after school students are met in each activity. For behavior issues, SCs and staff will receive Youth Mental Health First Aid and Conscious Discipline trainings (~\$30,000) from the PISD Behavior Response Team. San Jacinto Community College will offer ESL and ABE classes to increase parent literacy (~\$9,200/yr). A Chevron grant will provide 25 Robotics Kits (~\$12,500/yr). Leveraged funds (FED, STATE, and LOCAL) will total approx. \$255,000.

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.

PISD understands sustainability discussions begin on the first day of programming. Currently, PISD has a Cycle 8 campus that has sustained itself through the extension of community partnerships and the use of local funding. In the first six months of program implementation, the project director, program specialist, and site coordinators will form a group of community stakeholders (parents, student leaders, community partners, and district and campus administration) passionate about improving outcomes for Pasadena ISD students. Stakeholders will have a voice in program implementation decisions, evaluating program activity effectiveness and responsiveness to student and family needs. This Steering Committee will meet quarterly and document their work through agendas, minutes, partner rosters, and sign-in sheets.

The ACE program is housed within the PISD Special Programs department, which consists of several support departments, such as Migrant and McKinney-Vento Homeless Program, bilingual/ESL education, Behavioral Response Team, Social Workers, and the Parent and Community Liaison. These departments provide support to the ACE program to offer classes tailored to the needs of students and their families. The ACE program will collaborate with the other areas in the Special Programs department by working with qualified staff to provide research-based training and best practices for Cycle 12 ACE coordinators and frontline staff, such as Collaborative for Academic, Social, and Emotional Learning (CASEL). Direct access to the Special Programs staff is a first step in thinking "outside of the box" on leveraging funds and services for the after school program and building sustainability. Additionally, training from the Special Programs department and other partners, such as Conscious Discipline and CATCH, build capacity by training after-school professionals who can continue using the strategies with students well after the funding for the program ends. Other ideas PISD is exploring for sustainability include recruiting retired teachers and local church members as program volunteers, partnering with San Jacinto College further to provide tutoring and mentoring free of charge, and working with the Pasadena Public Library to provide free literacy-based activities for students and their family members.

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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

PISD has established partnerships that will support the proposed activities of the PISD Cycle 12 ACE program.

(A) Pasadena Public Library (PPL): The PPL has partnered with PISD for more than 10 years. PPL will provide literacy-based staff development highlighting new books for Book Clubs; project-based learning that connects literacy and art; summer reading initiatives; family engagement events, such as BINGO for BOOKS and STEAM Nights; and activities for students, such as Story Time with Sofia. Activities to be provided in Eng & Sp. Working with PPL enhances families' access to high-quality services to reach a tween population that generally does not use the library and increasing community attendance at onsite library events. Families will be better informed of the library's outreach. As parents become more comfortable visiting the library, regular visits and attending on site library events will become a normal part of the family culture and this relationship will continue after grant funding ends. This partnership will help meet the PISD stated goals of improving family engagement and reading performance.

(B) San Jacinto College (SJC) - Students struggling academically often need support from a caring adult. Many students at the Pasadena Cycle 12 campuses do not have access to college students as role models or mentors who can encourage the students to do their best in school. SJC, our partner of over seven years, will provide Cycle 12 ACE students who need adult models outside of school to provide mentor/tutoring. Additionally, SJC is providing staff development for frontline staff on best practices in education. SJC is committed to providing mentors and staff development for the participating sites after grant funding ends. This partnership will help meet the PISD stated goals of improving student engagement.

(C) Houston Food Bank (HFB) and Brighter Bites (BB) – Students and their families would not have access to service-learning opportunities, healthy food, and recipes without this partnership. HFB will provide Cooking Matters nutrition and cooking classes for PISD families; groceries to supply the food pantry (along with supplements from BB); access for families to healthy food on a biweekly basis; and service-learning opportunities for students and families. This partnership will help meet the PISD stated goals of improving student and family engagement. With food insecurity high at the participating campuses, HFB will sustain the program after the grant ends.

(D) Communities In Schools (CIS) – CIS has been a longtime partner of PISD for over 15 years. CIS will provide vendors and collaborators to support Cycle 12 ACE events. In addition, CIS campus case workers will refer families to the ACE program (based on academic or behavioral needs) and to the HFB-sponsored PISD food pantry to identify and expand access to high-quality activities and services necessary. CIS sees the Pasadena Cycle 12 grant as an opportunity to enhance services within these challenging schools and has expressed interest in sustaining these program components. This partnership will help meet the PISD stated goals of improving student engagement, school-day attendance, and family engagement.

(E) Boys and Girls Club of Greater Houston (BGCGH) – For the Cycle 12 Pasadena ACE schools and their families, BGCGH will partner to provide Health and Resource Fairs by providing vendors, door prizes, resources, immunizations, staff, and volunteers. The fairs will take place at a PISD site. With past participation high, BGCGH sees the event's impact on the community and recognizes the opportunity to expand the partnership in the coming years. This partnership will help meet the PISD stated goals of improving student and family engagement and provide the families access to high-quality services from the community vendors. Letters are attached and/or on file for all partnerships described in this section.

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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.

Based on the strategic plan, campus plan, and identified needs of the campuses, the ACE staff will work collaboratively with Campus Academic Coaches (CACs) and School Administrative staff to ensure after school activities address student needs and align with school day learning. Results will be used to guide the Texas ACE Blueprint's Activity Planning Worksheets and lesson plans identifying TEKS/Student Expectations (SE) to be met. At the campus level, CACs will meet with corresponding Cycle 12 site staff prior to each grading period to ensure ACE programming aligns with regular academic programming of the school and meets the academic needs of participating students. This collaboration will help address gaps and reinforce school day learning.

Other strategies to support school-day learning and activities will include the cooperative grouping of students so that the "right mix" of students who are academically struggling are with stronger students who can act as an informal academic peer tutor.

Pasadena ISD has a high population of English Language Learners. Special attention will be paid to address this population. SCs and frontline staff will be trained by PISDs Bilingual/ESL Department on strategies such as sheltered instruction, which provides students with the ability to access English instruction while mastering language skills. Staff will become well-versed in developing students' academic language skills and providing scaffolding as an additional support.

Priority 1 TEA Program Integration – All 6 of PISD's Cycle 12 elementary schools already operate TCLAS Decision 11: High-Quality Afterschool Blended Learning. Integration of ACE programming with TCLAS 11 programming at these campuses will accelerate learning and increase academic outcomes. At its simplest, the number of students receiving TCLAS 11 support will increase significantly as ACE students join the program. In addition, current TCLAS students will have access to new ACE programming, including Friday programming. Other TCLAS 11 Integration will include the addition of Amplify Reading to our current K-2 students that are assessed via Amplify mClass during the school day. ACE staff will use this data to appropriately place students where they need to be in Amplify Reading during HIT/tutorials after school. This personalized learning strategy will improve school day MAP scores. Zearn Math will also continue to operate and identify the needs of individual students as they work through the curriculum. The teachers can review the students' pace, progress and 'tower alerts'. The 'tower alerts' help identify students' need for additional support.

Priority 2: Accelerated Learning – All 10 of the PISD Cycle 12 campuses have higher percentages of students in need of accelerated learning support (HB4545 students) compared to the district (28%) and the state average (26%). De Zavala MS has double the percentage of HB 4545 students (42%) as the state. HQIM and HIT are vital to student improvement. As such, HQIM and HIT will be incorporated into PISD's program in a variety of ways. Each site will target students for HIT based on the percent of students identified in need of additional academic support per HB 4545. Grades, teacher and administrator recommendations, and previous STAAR and MAP scores will also be considered in selecting students for HIT. Depending on each student's need, Zearn Math and Amplify Reading will be assigned for additional support. This will include newly added Amplify support in Spanish for Spanish speaking Emergent Bilingual/English Language Learners. Students will spend 30 min/day using the HQIM and 30 min/day in HIT with a trained instructor (certified teachers, instructional paras, college students). Students will complete 30 days of HIT instruction. During HIT time, students will have access to the "HIT Lounge" which will offer flexible, comfortable seating to encourage engagement and reinforce learning in a relaxing setting. Students can also participate in the ACE Bucks Reward System. Students will earn "ACE Bucks" based on attendance in HIT activity and completion of lessons in Zearn/Amplify. ACE Bucks can be redeemed in the ACE Store for small prizes such as pencils, erasers, and "Site Coordinator for the Day" pass.

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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 Coordinators (10 Positions) - Salary & Benefits	\$676,580
2.	Project Director - Salary & Benefits	\$125,282
3.	Project Specialist (Family Engagement) - Salary & Benefits	\$98,576
4.	Administrative Assistant - Salary & Benefits	\$44,958
5.	Other (Paras, Subs, Student Wkrs, Extra Duty-*includes HIT Support @ \$105,000) - S & B	\$790,176

Professional and Contracted Services

6.	Student Learning Supports	\$30,000
7.	HIT Specific Student Learning Supports	\$50,000
8.	Miscellaneous Professional and Contracted Services	\$2,500
9.		
10.		

Supplies and Materials

11.	Center Level Supplies and Materials	\$5,660
12.	Administrative Supplies and Materials	\$5,094
13.	HIT Specific Supplies and Materials	\$45,000
14.		

Other Operating Costs

15.	Field Trips (Including Transportation)	\$27,719
16.	General Transportation (Busing and Staff Mileage)	\$16,861
17.	Miscellaneous Operating Costs (Including Indirect Cost of \$75,492 @ 3.764%)	\$81,595

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:
TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be 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"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

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