NOGA ID		Application stamp-in date and time

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

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

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

Grant period: From **08/01/2023** to **07/31/2024** **Pre-award costs:** **ARE NOT** permitted for this grant

Required attachments: Refer to the program guidelines for a description of any required attachments.

Amendment Number

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

1. Applicant Information

Name of organization **Alief Independent School District**

Campus name | CDN **101903** | Vendor ID **746000019** | ESC **4** | UEI **031861214**

Address **4250 Cook Rd.** | City **Houston** | ZIP **77072** | Phone **281-498-8110**

Primary Contact **Zack Ward** | Email **zachary.ward@aliefisd.net** | Phone **281-498-8110**

Secondary Contact **Tameka Abernathy** | Email **tameka.abernathy@aliefisd.net** | Phone **281-498-8110**

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 **Dr. Anthony Mays** | Title **Superintenden** | Email **anthony.mays@aliefisd.net**

Phone **281-498-8110** | Signature | Date **01/20/2023**

Grant Writer Name **Zack Ward** | Signature | Date **01/20/2023**

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

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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.

a. Stakeholder feedback through parent questionnaires, external evaluation reports, student voice and choice, community demographics, and input from community-involved district organizations such as campus Shared Decision Making Committees, the FACE Advisory Council, the Educational Improvement Council, Community In Schools, and the School Health Advisory Council, all contribute data for our needs assessment as part of continuous improvement cycle. Results, findings, and anecdotal evidence from these resources clearly reveal that parents have a strong need for safe, enriching environments for their children between 3:00 – 6:00 p.m. Many of Alief's neighborhoods lack safe places to play, and many of Alief's students come from single parent households and homes where parents work late in the day and/or at night, contributing to the significant need for access to quality after school programming and experiential learning opportunities.
b. The needs assessment is essentially the cornerstone of the continuous improvement cycle. At the center level, the After School Program Department staff assemble annually in the late spring to begin formulating a needs assessment plan. The process begins with identifying strengths and opportunities from the current school year. These findings are summarized with a descriptive review of each item/area of strength. Data analysis is an integral component of this process. The instructional leadership team identifies each data source that was used to assess strategies and determine progress. The team performs a thorough review to ensure all strategies required by state and/or federal law are included, as well as data for all grant funded programs and activities.
c. Working families in these neighborhoods need safe, enriching places for their children to be after school and prior to the parent(s) returning home from work. Due to financial limitations, the overwhelming majority of these families are unable to afford quality after school programming. Key district stakeholders work with individual campuses to identify and recruit students based on the following criteria: analyze attendance data and trends, academic performance data, disciplinary data, and social and emotional learning trends. To meet the needs of working families, the district conducted an assessment of child care options in the Alief community. The results of the assessment revealed few resources for high need families, no free resources, and no opportunities for enrichment outside of what the district offers.
d. Indicators of need - particularly economically disadvantaged, at-risk, and emergent bilingual rates - remain fairly static across all Alief schools, and year after year the district is among the most diverse and traditionally underrepresented districts in the state. With a student population that is 86% economically disadvantaged, 86% at-risk, and 54% emergent bilingual, coupled with other sensitive statistics such as 50% of Alief students are apartment dwellers, thus often lacking safe places to play outside after school, and an 18% mobility rate - the net result is a pressing need for expansive after school services that provide equity and stability for as many students as possible. Therefore, central leadership determined that, in light of these identified needs and in reflection of the district's extensive experience in operating after school sites, a targeted participation of at least 100 students per site would significantly address these needs and build capacity for families and students most in need.

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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 for SMART goals in reading and math achievement include progress reports, report cards, iReady and iStation reports, campus common assessments, and district common assessments, and culminate in STAAR data. In addition to supplementing instruction and practice in iReady and iStation, Alief ASP sites incorporate homework help, tutorials, activities, and interactive curriculum that all ultimately targets improved student outcomes, including on state assessments. Benchmarks for the attendance goal include daily attendance records maintained by teachers and comprehensive attendance reports run by the central Accountability Department. Benchmarks for student engagement include teacher observations, student and teacher surveys, student mentoring sessions, and anecdotal records. Benchmarks for family engagement include participation rates at family events. Progress toward SMART goals will be continuously monitored and assessed by central ASP staff, who will work closely with site leaders to ensure that adequate progress is being made. Alief will follow internal continuous feedback and improvement protocols, as needed, to ensure sites are on pace with the SMART goals.

ASP will recruit through campus-wide marketing to all students at the center level. Our recruitment process will include referrals from campus administrators, teachers, and parents of students identified as most in need of services aligned to the four core components: Academic Assistance; Enrichment; Family and Parental Support Services; and College and Workforce Readiness. ASP will continue to implement paper communications and mobile marketing strategies such as Alief 411, Remind, and social media platforms.

Per the study 'Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices' by the national Afterschool Alliance in Washington D.C., "Quality afterschool programs have the ability to excite children about learning, spark their curiosity and connect school-day lessons to their everyday lives. They have the capacity to strengthen students' engagement in school and help them set higher educational aspirations for themselves" (Afterschool Alliance, pg. 4). Alief's ASP programs are designed to follow those findings. The district wants a true extension of/alignment with the school day that motivates students and promotes personal and academic growth. The same study also states that when sequenced activities, active teaching strategies, focused instruction and skills development, and explicit learning goals are implemented together in an intentionally designed afterschool program, the expected outcomes are positive impacts on academics, behavior, and self-perceptions (Afterschool Alliance, pgs. 16-17). Alief's programs will include those components – activities are sequenced and broken down to maximize learning, certified classroom teachers with engaging personalities and hands-on teaching philosophies are hired to the program, each day is structured with a variety of focused, choice-driven activities, and students are continually reminded of the goals and objectives of the program to ensure progress toward those goals and objectives of the program.

Engaging adult family members - The ASP team always considers our at-risk student populations with activities that help support and enrich social emotional learning based on the district improvement plan, student needs, and parental feedback. Families participate by providing feedback conducted through surveys that provide interests on activities that will help them assist their students grow academically and socially. ASP provides families activities that are delivered face to face, virtually, or pre-recorded sessions.

Recruiting staff - Alief leverages marketing strategies district-wide through text out and emails, campus-wide recruitment presentations at the beginning of year campus kickoff meetings, job fairs, and posting on college job web sites.

Strong program operations and fidelity of program implementation are a result of a wealth of experience in offering high-quality programming with a fully staffed, highly qualified central ASP office and use of a continuous improvement cycle that is collaborative and data-driven.

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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.

Alief will evaluate programs using a combination of center level self-evaluation and contracted external evaluation at the grant level. Center level evaluation will be based on the Youth Program Quality Assessment (YPQA). It is a validated instrument designed to measure the quality of youth programs and identify staff training needs. Notes, observations, and interview data will be used as evidence to score items. Item scores are combined to create an overall program quality profile (www.cypq.org/assessment). The overall program quality profile will be used by central after school program (ASP) staff and Federal Programs & Grants staff to evaluate the community learning centers. Alief will also leverage the Texas ACE evaluation guidelines and resources to ensure quality evaluation of programs, and also to create a logic model that depicts the key components of the program and shows the relationships among the resources, activities, and short- and long-term expected outcomes.
Improving Programs: Data from the YPQA and from the external evaluation will be used in monthly staff meetings to guide discussion on success and areas that require improvement. Data driven decisions will help ensure a high quality of programming at all sites. As a result of the evaluations methods, Alief wants to observe higher rates of attendance among 21st Century Community Learning Center students, increased performance on STAAR, decreased disciplinary issues, and increased family engagement. Our programs are designed to achieve these ends, and ongoing data review will guide central level and site level decision making to ensure progress toward these goals. State activities of continuous improvement will be embedded in the evaluation and continuous improvement process described above. Data collection & reporting via Texas 21st, participating in statewide evaluations along with TEA program monitoring & assessment, and leveraging technical assistance & training opportunities are essential to an effective cycle of continuous evaluation, feedback, modification, and improvement.

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.

Proposed Program Activities: Alief ISD's 21st CCLC program plan is comprehensive and designed to address all required components and objectives including improved academic performance, student interest-based enrichment, attendance, and family engagement. The center level program staff will attend grade level/content specific meetings with teachers and interventionists and collaborate with specialists and administrators to address student needs. Each campus' individual activities may vary based on needs identified in their comprehensive needs assessment; however, the overarching model will include three components – homework help, academic enrichment/tutorials, and enrichment. Mondays through Thursdays students will receive 45 – 60 minutes of homework help followed by 45 – 60 minutes of academic enrichment/ tutorials, and concluding with 45-60 minutes of engaging enrichment activities. Wednesdays will differ for middle schools as they will begin an hour earlier due to early dismissal for teacher professional learning communities. On Wednesdays, 7th – 8th grade students will attend presentations and engage in team building activities that focus on college and career readiness, intervention and prevention presentations, and hands-on activities. Based on campus needs, elementary and intermediate campuses (K – 6th grade) will offer a morning component involving technology-based instruction and interventions targeting primarily ESL students. All programs will include interventions and small-group accelerated instruction, homework assistance, youth development activities, prevention programs, enrichment activities based on student voice and choice, technology-based instruction, and services for families of participating students such as curriculum nights to assist students at home and culinary opportunities to support healthy living. A six week summer program will be offered to ESL students and students who struggled with promotion. Grant funds will expand and/or enhance the summer school day for identified students on each campus and will allow campuses to offer enrichment and character education activities after the regular academic summer school program.

Impact on Student Achievement and Success: The center level program staff will work closely with the regular school day staff to incorporate a variety of academic and social-emotional enrichments activities to address the students needs. Students have the option to participate in Science, Technology, Engineering, & Mathematics (STEM) activities including a robotics team that competes in local competitions. Other STEM-driven activities in the ASP invoke hands-on, experiential learning that supplements the learning of the regular school day. According to a study titled 'STEM Related After-School Program Activities & Associated Outcome on Student Learning,' "STEM-related after-school program activities differed from regular classroom activities in such a way that allowed students to learn from the task itself because regular school works mostly focused on preparing students for standardized testing." The study also revealed that students found more joy, comfort, and commitment with activities that were not grade oriented and fostered flexibility and creativity in a fun environment (Sahin, Ayar, and Adiguzel, pgs. 315-316). Alief ASP activities also include restorative practices circles and mood meters, etiquette training, fine arts, entrepreneurial lessons, and team building activities as creative outlets that foster a learning environment that promotes well-rounded students. All activities are aligned with the Youth Program Quality Assessment (YPQA) and Alief ASP Campus Effectiveness Tool.

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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.

Per the national Afterschool Alliance, when sequenced activities, active teaching strategies, focused instruction and skills development, and explicit learning goals are implemented together in an intentionally designed afterschool program, the expected outcomes are positive impacts on academics, behavior, and self-perceptions. Alief's programs will include those components – activities are sequenced and broken down to maximize learning, certified classroom teachers with engaging personalities and hands-on teaching philosophies are hired to the program, each day is structured with a variety of focused, choice-driven activities, and students are continually reminded of the goals and objectives of the program to ensure progress toward those goals.

Alief ASP augments the regular school day by using iReady and iStation during small group homework help and academic enrichment time to provide personalized online math and reading instruction through teacher-led lessons that reinforce the needs of the student. Write Brain offers tangible, high-quality resources to develop written narratives, collaboratively and independently. Every lesson plan and activity will immerse students in disguised-learning processes while also meeting them where they are academically to accelerate overall learning in English Language Arts & Reading and science content, as well as in social-emotional learning.

Alief after school programs also engage in college and career readiness activities. A study titled 'The Forgotten Middle – Ensuring that All Students Are on Target for College and Career Readiness Before High School' found that the level of academic achievement that students attain by 8th grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school (www.act.org). The ASP supports these findings by incorporating field trips to colleges and universities, inviting guest speakers from a variety of career fields to speak to students, matching students with adult peers, and other college and career readiness activities.

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

Alief will use grant funding to provide bus transportation for sites participating in 21st Century, Cycle 12. While the district will continue to use procedures outlined in our After School Program handbook for car riders and walkers/bike riders, the majority of students at grant funded sites are bus riders. In an effort to support the highest priority of ensuring the safety of all students, Alief implemented the SMART Tag system for bus riders in the district. The program was piloted in 2016 and rolled out district-wide at the beginning of the 2017-18 school year. Each district school bus is outfitted with a tablet equipped with a Radio Frequency Identification reader, mobile connectivity, and Global Positioning System (GPS). Every student in the district who resides in a bus zone and is assigned a route is issued a unique SMART Tag identification badge. The badge is scanned on the bus tablet upon bus entry and exit, ensuring each child is on the correct bus and that no unauthorized individuals board the bus. Using the SMART Tag technology, central Transportation Department staff have a plethora of valuable information immediately available, including which students are on each bus, the exact location of each bus, the traveling speed of the bus, and each stop the bus makes. The SMART Tag system will greatly benefit the after school program staff by ensuring the proper and safe transport of all after school program students.

Middle school sites have the added benefit of leveraging the district's late run buses, and will not require additional funding for transportation. Alief has a late run bus system for middle schools and high schools that transports kids that remain on campus for tutorials, athletic events, and other school related activities. The middle school after school program students will also benefit from SMART Tag technology during bus transportation.

After school program staff at each participating site follow the district's documented procedures for dismissal. There are specified zones at dismissal for walkers/bike riders (while the district supports walkers/bike riders, we do not allow students to walk home from the After School Program between November and March due to daylight savings), car riders, and bus riders. Staff ensure each student gets to the correct zone at dismissal for safe transport home.

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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 Disseminate Information: Detailed information about the community learning centers will be posted on the central After School Program and individual campus websites. Web based information will include locations of programs, hours of operations, a calendar of events, parent resources, registration information, and family engagement opportunities. The central office will post pictures, videos, and summaries of key events through the Alief website, Twitter, and Facebook platforms for public viewing.

Information about the community learning centers will also be disseminated via posters, flyers, school marquees, campus newsletters, district school bus signage, and parent emails. Furthermore, Alief distributes a newsletter called The Communicator to more than 107,000 homes in the community. The Communicator is published five times per year, and the annual back-to-school edition will promote the community learning centers. Finally, Alief offers a couple of electronic methods of communication and information dissemination. The Contact Us feature on the district website allows any parent, student, or community member to submit a question or concern regarding any district-related activity. The central Public Relations & Communications team monitors, forwards questions/comments to the appropriate campus or department to respond to within 48 hours of submission. Secondly, Alief 411 is a text messaging system that provides key information about the district for parents who register for the service. Additionally, campuses use a version of the service that they refer to as Remind. The texting service is a simple, effective, and wide-reaching method of keeping parents and families abreast of important issues and events throughout the district and/or at each campus. All communications will be created and distributed in English and Spanish.

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)

The Role of Volunteers in the After School Program: Alief has a detailed screening and placement process for volunteers that is implemented by the central Volunteers in Public Schools (VIPS) coordinator. Recruitment of volunteers is coordinated by Alief's VIPS staff within the Family & Community Engagement Department. The VIPS coordinator recruits potential volunteers using a centrally maintained database of retired educators and also through the district's active mentor and volunteer database. Recruitment efforts are also employed at each campus through posters, flyers, and campus newsletters. Additionally, each campus has a designated volunteer coordinator and a family engagement liaison who actively promote volunteerism at the campus. Site Coordinators will encourage volunteerism, particularly by family members, and will establish communication with the campus volunteer coordinator to identify volunteers. Volunteers are a welcomed and vital aspect of the Alief community. The Alief After School Program will use volunteers in mentoring roles and as career exploration speakers during college and career readiness activities. Each after school program student will be assigned an adult mentor that they will meet with on a regular basis to receive advice, encouragement, and academic and/or emotional support. Additionally, throughout the week the sites will offer opportunities for career exploration as part of the district's ongoing college and career readiness initiatives. Adult volunteers will serve as guest speakers to shed light on their various career experiences and achievements, including the education and training required to succeed in those fields.
The ASP will partner with the Career & Technical Education Department to involve students in the district's Texas Association of Future Educators (TAFE) program at ASP sites. The aim is to provide practical experiences for TAFE students and meaningful interactions between ASP students and students in a career pathway, and to develop a pool of qualified and experienced educators to sustain programs in the future. Alief will also leverage partnerships with local colleges and universities to provide internship opportunities for college students at our ASP sites.

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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.

As required by ESSA, Alief coordinates and collaborates with other programs to make the most effective use of public resources. The annual District Improvement Plan process is the catalyst for collaboration. Through the comprehensive needs assessment process, staff discover opportunities for meaningful and impactful collaboration. Departments coordinate to bring together federal, state, and locally funded programs and personnel to ensure the most effective use of resources. For example, the central ASP Department collaborates with the district Science Department to incorporate STEM curriculum and robotics lessons and events in after school programming. Additionally, the district Nutrition Department provides a warm snack daily, the Police Department patrols the campuses, and a school nurse is on call during ASP hours. Differentiated instruction is provided for special education students enrolled to ensure the connection between regular school day and ASP.

Alief will also leverage the resources available from the Texas Ace Blueprint, including coordinating training opportunities, technical assistance coaching, data collecting and reporting through the Texas 21st database, program implementation monitoring, and program evaluation. The ASP's goal is to augment the learning of the school day through enrichment activities, homework assistance, and tutorials. Site Coordinators are part of the campus leadership team and the campus Shared Decision Making Committee.

At the middle school level, UIL and intramural athletics, along with after school tutorials, are already in place. The ASP works with these students and supplements their participation in these activities with enrichment activities and other ASP programming. After school tutorials are paid for with Title I funds and State Compensatory Education funds. Athletic programs are provided using local funds. Curriculum is designed by the central instructional leadership team and funded locally.

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.

Building Local Sustainability Through Partnerships: The district will also continue to leverage established partnerships with local organizations such as Houston's Kids, the Alief YMCA, the Children's Museum of Houston, and Communities in Schools – Houston to provide after school enrichment opportunities, field trips, summer programs, and counseling services. Additionally, Alief is a current recipient of the HCDE CASE Partnerships grant which provides a dollar for dollar match of funds spent at participating fee-based sites to provide enrichment and after school programming. Alief also participates in the HCDE CASE City Connections, a collaborative initiative which is funded directly by the City of Houston to support nonprofit organizations that address the need for youth services outside the school day based on communities. Alief also partners with HCDE CASE on the Afterschool Sustainability Initiative (ASI). The ASI project was designed to generate successful partnerships in the community and support the valuable work that Harris County nonprofits are providing to at risk youth beyond school day hours, and the CASE ASI model will maximize community investment on leveraged funds to promote sustainability of out-of-school time comprehensive programs operated by nonprofits.

Building local sustainability is a process of collecting resources, ideas, and experiences that will help continuously improve the programming offered by the district. Resources provided by this grant, including supplies and materials, will continue to be used in after school programming. Moreover, connections to vendors, experiential learning experiences, and other program partners will be maintained and leveraged after the grant ends.

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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

Planned Partnerships: Alief After School Programs has a rich collaborative history. In 20 years of operations, Alief ASP has collaborated with several community based organizations and other local partners to provide high-quality after school programming for students and families. The district will continue to leverage these successful partnerships and expand upon a well-built collaboration foundation. Alief's partnering organizations include the Harris County Department of Education Center for Afterschool, Summer, & Enrichment for Kids (HCDE CASE). The CASE for Kids partnership includes best practice professional development training for Alief ASP staff, as well as three grant projects that supplement our program: 1) CASE for Kids City Connections provides diverse activities for Alief ASP students including fine arts, academic enrichment, college explorations, and fitness classes; 2) the CASE for Kids Partnership Project connects our economically disadvantaged population with service providers for enrichment activities; 3) the CASE for Kids Afterschool Sustainability Initiative (ASI) helps generate successful partnerships in the community to promote sustainability of after school programs. The United Way will conduct site observations for each community learning center to assist ASP staff in maintaining a high level of program quality and to strive for continuous improvement through use of the Youth Program Quality Assessment (YPQA). The United Way facilitates a train-the-trainer model session for the YPQA free of charge as part of Alief's membership in the Out to Learn Community. Between offerings from HCDE CASE and the United Way, Alief ASP staff – including the Site Coordinators and frontline instructional staff – will attend at least two professional development sessions per semester that align with the National Afterschool Association (NAA) Core Knowledge and Competencies for Afterschool and Youth Development Professional Framework.

Students at the community learning centers will participate in a nine-week curriculum with culminating events, occurring on and off campus, that will provide opportunities to interact with peers, learn from professionals in related fields, and celebrate new learning in academic and enrichment classes. The culminating events are presented through partnerships with HCDE CASE, Houston Community College, and Alief Career and Technology Center all of which support and supplement our curriculum with field trips, guest speakers, and other events related to innovative learning.

Alief also has a long-standing partnership with Communities in Schools, Houston (CIS) that directly provides resources and services, and/or access to local resources and services, to meet the needs of ASP students and families that are struggling financially and/or emotionally. All eight sites proposed for Cycle 12 have a CIS office on campus staffed by a CIS-employed counselor.

The Harris County Department of Education, The United Way, and Communities in Schools, Houston are eligible to apply for this grant on their own, and choose to partner with Alief to deliver high quality programs. Each partnership is purposefully formed to directly contribute to the objectives of the district and expand the capacity of Alief ISD to offer high quality after school programming. Many of these partners provide free services that aid program sustainability.

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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.

Alief ISD's after school programs are designed to be an extension of the school day, augmented by enrichment, social-emotional learning, experiential learning, and other fun, hands-on, engaging activities. The district achieves this academic extension of the school day by incorporating homework time with available help, coaching, and tutoring. Furthermore, these academic portions of the after school program schedule incorporate instructional materials and resources that are used during the regular school day.

After school program centers leverage iReady and iStation during homework help and tutorial sessions at least three times per week. These digital resources are implemented through the district's one-to-one device policy that the after school program sites are able to benefit from. Skill and assessment practice through these platforms are built into learning opportunities in the after school program design and address student-specific deficits through adaptive programs that are TEKS-aligned and already part of the district's instructional practice. Ongoing integration of these resources provides a direct link to the school day and ensures consistency in instruction. Skills are reinforced during the after school program and student-specific needs are identified through ongoing monitoring, collaboration with campus staff, and data analysis. Both iReady and iStation provide detailed information regarding student progress and potential areas of concern in math and reading respectively. The regular day staff and the after school program staff collaborate on data analysis using these platforms and continually strive to achieve growth for every student that is based on individualized needs and progress.

The center level program staff will attend grade level and content specific meetings with teachers and interventionists and collaborate with specialists and administrators to address student needs. Each campus' individual activities may vary based on needs identified in their comprehensive needs assessment.

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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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

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11. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Payroll Costs

1.	Project Director	$98,000
2.	Program Specialist	$72,000
3.	Site Coordinators	$616,000
4.	Extra Duty Pay	$710,120
5.		

Professional and Contracted Services

6.	Program Evaluation	$24,000
7.	Enrichment Vendors (academic, social-emotional - throughout the year)	$120,000
8.		
9.		
10.		

Supplies and Materials

11.	Central office program administration supplies/materials	$8,280
12.	Program and campus curriculum, consumables, supplies	$80,000
13.	Software	$4,000
14.		

Other Operating Costs

15.	Travel/mileage for full time program staff	$30,000
16.	Family Engagement Supplies	$8,000
17.	Field trip registration/entry fees, transportation	$29,600

Capital Outlay

18.		
19.		
20.		

Direct and indirect administrative costs:	$24,000
TOTAL GRANT AWARD REQUESTED:	$1,800,000

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page.

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

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

Section Being Negotiated or Amended	Negotiated Change or Amendment

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