



**2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 11, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 07, 2021

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 DUNS

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 80% reserve on the NOGA is lifted.

4. Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Need #1 Academics: At the 10 schools 1,899 students failed the last STAAR test and 2,722 students had a grade lower than a C in the previous school year. The program goal is for 90% of targeted attendees with an academic need will show improvement.	The plan is to close the achievement gap and improve state assessment scores by offering students the opportunity to expand their knowledge and extend practice time by attending tutorials and hands-on academic enrichment activities. CIS-Texas ACE will meet the academic performance measures of the grant while mitigating learning loss exacerbated by the pandemic.
Need #2 Behavior: 2,975 students had office referrals for behavioral issues. The program goal is for 95% of targeted students with a behavioral need will show improvement.	Improve Social and Emotional Learning, specifically providing curriculum to promote a positive learning environment that bolsters self-confidence through a variety of mental health/well-being activities. This will help reduce office referrals, in-school suspension and reduce behavior modification plans.
Need #3 School day attendance: 427 students had attendance at or below 90% in the previous school year. The program goal is for 70% of students with an identified need will demonstrate an improved attendance rate in the current school year.	CIS-Texas ACE will offer engaging after-school program that will increase attendance rates through face-to-face or virtual activities such as tutoring, mentoring, homework help, and other supportive academic enrichment opportunities that reflect students' interests. In addition, parents will be provided with resources and skills to support their child's attendance.

5. SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The CIS Texas-ACE Theory of Change is 920 students in need will spend additional time (minimum of 45 days for at least 120 minutes a day during the school year and/or a minimum of 12 days for at least 240 minutes per day during the summer program) in well-structured and aligned afterschool activities, taught by qualified personnel and focused on the 4 activity components. The program will be offered for 30 weeks during the school year and 5 weeks during the summer. This will yield improvement in the academic performance, attendance, behavior, school day engagement, on-time grade-level advancement and ultimately the graduation rates of students.

6. Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

CIS-Texas ACE will hire and train full-time and part-time staff at the ten selected centers. Center staff will establish a safe learning environment and build positive relationships with school-day staff, students, and parents. CIS-Texas ACE staff will collect data to create the individual campus needs assessment from each school to identify, develop, and drive the program activities to meet the needs of the participants. By the end of the first three months of programming, a minimum of 30% (276) of the grant goal of 920 students will be enrolled and participating in CIS-Texas ACE. 100% of the parents/guardians of enrolled students will have been contacted by site staff to discuss students' needs and program enrollment information. Baseline student data such as core subject grades, school day attendance, and school day behavior referrals will be collected and utilized for future measurement of progress.

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8. Measurable Progress (Cont.)**Second-Quarter Benchmark**

By the end of six months of programming, a minimum of 80% (736) of the grant goal of 920 students will be enrolled and participating in CIS-Texas ACE. At least 75% (525) of the grant goal of 700 adult family members will have attended at least one CIS-Texas ACE family event or educational development class (ESL, financial literacy, nutrition or computer literacy). Student achievement and participation data will be collected and reviewed. Data will be obtained from the teacher, student, and parent surveys, report card grades, student attendance, and disciplinary referrals. Based on the collected data, program modifications will be made to meet the changing needs of the students. At the end of the second quarter, a minimum of 60% (552) of the grant goal for 920 regular (attended 45 days of program) students will be met.

Third-Quarter Benchmark

By the end of nine months of programming, 100% of the grant goal of 920 students will have participated and met the requirement for the grant goal of program attendance. 100% of the grant goal of 700 adult family members will have attended at least one CIS-Texas ACE family event or educational development class. Student data will continue to be collected and reviewed for progress. The collected data will show fewer school day absences and disciplinary incidents, higher test scores in reading/language arts and math, improved core subject grades, improved on-time grade-level advancement as well as improvement in teacher-reported engagement in learning. Approximately 400 students will be enrolled in the upcoming summer program to maintain academic gains and prevent summer learning slide.

7. Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Project evaluation data is reviewed by key project staff including the project director, site coordinators, chief executive officer, chief operating officer, family engagement specialist, and the Community Advisory Council (CAC). The data analysis is utilized to determine program success and, if needed, to modify program offerings. Project data collected and reviewed include student and adult family member programs and individual activity attendance, school day grades for core subjects, benchmark scores, STAAR test scores, school day behavior referrals, and school day attendance reports. To measure effectiveness for sustainability purposes, stakeholder data will also be collected from students, adults, teachers, principals' interests, perceptions, and satisfaction surveys. An annual program evaluation is conducted by an independent external evaluator to assess overall program performance, effectiveness, and sustainability.

If the program evaluation results do not demonstrate predetermined benchmarks and/or summative SMART goals were met or exceeded, Communities In Schools – Texas Afterschool Centers on Education (CIS-Texas ACE) staff will modify program and activity offerings to meet or address specific needs and interests of the students and adults. For example, if student engagement in school day education is not improving, CIS-Texas ACE staff will increase homework help time and small group tutoring to increase student skills, knowledge, and confidence enabling students to work independently and be more engaged in their learning. Student engagement and sustainability of the program will be ensured by continuously assessing data and modifying program activities, as necessary. Progress toward the SMART goal will be assessed quarterly.

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8. 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 program will take place in a safe facility that is properly equipped and easily accessible.
- 2. 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.
- 3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
- 4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
- 5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
- 6. 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.
- 7. 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.
- 8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, 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.
- 9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

1. Applicants are required to evaluate community needs and resources and describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address the identified needs of students and their families. In alignment with the information provided in the application, *Part I: Identify Address Needs*, please provide the following information related to needs assessment.

- a. Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- b. Describe the results including the student population deemed "most in need" for each campus proposed to be served and provide the estimated number of students that meet the need-based criteria, including the percent of eligible students at the campus that the program plans to serve.
- c. Describe the plan for how the center will continually assess and recruit the students most in need and how the plan addresses the needs of working families.

Multiple sources of data were collected in the needs assessment process for this application. Data sources include the Community/County Plans for the two counties served, a Communities In Schools independent Community Needs Assessment, and district and campus stakeholder feedback.

Needs identified by the Harris and Brazoria Community Plans include "the need for afterschool programs to address Juvenile Justice and Child Abuse Issues...the need for the following types of programs: after-school and summer programs, out of school and dropout prevention programs, tutoring, parenting, leadership, and personal development programs." The Plans stated that "There is a lack of services for juveniles considered to be at-risk for sexual exploitation, including, human trafficking, increased incidence of sexting/display of harmful material...(there is) a need for after school care programs" (Brazoria County Plan, p. 16). Additional needs pertained to "...gaps exist in services such as a lack of providers with culturally-sensitive and language barrier-free services; ..., lack of recreational activities; and lack of life skill training programs for youth self-esteem" (Harris County Community Plan p. 24). The Plans also outlined the need for more programs to provide services such as after-school and summer programs, mentoring and volunteer programs, ...violence prevention programs (including conflict resolution/mediation programs), literacy and learning disabilities services, and remedial tutoring for youth performing below grade level, Out-of-school and dropout programs" (Harris County Community Plan, p. 24).

The criteria for identifying students most in need align with the Texas Education Code 29.081 for students considered at-risk: retained, failed assessment, failing grades, Limited English Proficiency, under the care of Department of Family and Protective Services or homeless. Campus needs assessment and survey results from each of the targeted schools included in this application indicate that the student populations deemed most in need for CIS-Texas ACE services are those students who did not pass the most recent STAAR, have grades below C in core subjects, ongoing behavioral referrals, who attend less than 90% of the year, receiving special education services, Section 504 services, students who are enrolled in ELL, or other local LEA at-risk criteria. The estimated number of students who meet the need-based criteria is approximately 4,606 in the ten identified campuses/centers. The CIS-Texas ACE program plans to serve 20% of the eligible students, which equates to approximately 920 students annually.

Throughout the school year, students will be recruited based on recommendations from school administration and faculty as well as parents/guardians. The first priority is given to students with poor academic performance based on retention, low performance on STAAR tests or other formative assessments, grades, Limited English Proficiency, or receiving special education/Section 504 services. The second priority is given to students who display identified behavioral needs such as low self-esteem, social skill development, self-regulation, or disciplinary issues (in-school suspension). The third priority is given to students with poor school day attendance and meeting the needs of working families. Once a recommendation is received, CIS-Texas ACE staff will complete an individual needs assessment to determine if the student meets the requirement for services. Upon determination of eligibility, the student and the parent/guardian will be contacted to discuss the benefits of the CIS-Texas ACE program and to complete an enrollment packet.

To retain students, activity attendance reports will be monitored and assessed monthly by the site coordinator at each center. Program activities are modified based on student and/or adult family attendance which will assist with retaining participants. In addition, student-led activities are chosen by the Student Voice and Choice committee to enhance recruitment and retention of attendees.

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9. Statutory/Program Requirements (Cont.)

2. Programs must help students meet academic standards as defined by the measures of effectiveness (i.e., growth in state assessment, improved GPA, increased school day attendance, improved school day behavior, and increased student engagement in learning) listed in the Purpose of Program section of this RFA. (See Program Guidelines) Describe how the proposed program design will positively impact this set of measures at the grant and center levels. Provide data and SMART goals describing the expected estimated impact over time on one or more measure.

CIS has a proven record of continuously exceeding the state-level measures of effectiveness. The activities included in this grant are developed specifically based on a detailed analysis of community, district, and campus needs assessments. The baseline data review includes growth in state assessments, improved grades in core subjects (Reading and Math), increased school day attendance, improved school day behavior (decreased in-school suspensions), and increased student engagement in learning. CIS-Texas ACE staff have also successfully provided virtual programming due to the COVID pandemic. Staff have also demonstrated success in implementing and adhering to strict COVID safety guidelines when providing program activities in person on campus.

The following data was collected and summarized from the ten centers during the needs assessment process:

- 1,899 students failed the most recent administered STAAR test
- 2,722 students had a grade lower than a C in core subject areas
- 3,323 students were English Language Learners
- 2,975 students were referred for behavior needs
- 427 students had attendance at or below 90% in the previous school year
- 1,029 students are Special Education or 504

CIS-Texas ACE site coordinators maintain individual student files which are frequently updated and evaluated to access and monitor individual student progress. Student activity attendance is entered into the TX21st System daily or weekly. Core subject grades are reviewed after each grading period. At the conclusion of each semester, CIS evaluates report cards, state assessment scores, stakeholder surveys, pre/post-tests, individual attendance, and in-school suspension reports.

The following CIS-Texas ACE objective set of SMART goals will be achieved annually at the center/grant level during the duration of the grant cycle:

- 90% of "regular" students will meet or improve academic performance as measured by benchmark testing, school day grades, teacher surveys, or STAAR scores in Math or Reading
- 70% of 7th and 8th grade students with an identified unweighted grade point average (GPA) in a previous year of less than a 3.0 will demonstrate an improved GPA
- 70% of students with an identified attendance need will maintain or improve school day attendance as documented by teacher surveys or district PEIMS reports
- 80% of identified students with behavioral issues will demonstrate decrease in in-school suspensions compared to the previous school year
- 95% of parents will positively associate improvements in participants' social skills with their involvement in CIS-Texas ACE
- 95% of "regular" students will achieve on-time grade-level advancement
- 70% of teachers will report an increase in student engagement in school-day academic programs and initiatives for identified CIS Texas-ACE participants

The proposed program design will positively impact the set of measures at the grantee level by serving 100% of 920 targeted students for 45 days or longer during each grant year and 700 adult family members per year. Also, the grantee will ensure that each center will operate at a level consistent with the expectations of "progressing" or higher on 100% of the quality indicators of the Quality Assurance Process defined by Texas ACE.

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9. Statutory/Program Requirements (Cont.)

3. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Include a plan for how the center-level programs will coordinate with the regular school day to address student needs and integrate program activities with the curricular program of the campus. Address activity oversight and how the program will ensure that activities are engaging for students.

CIS has an established program model developed from the Texas ACE Blueprint, Texas ACE Four Component Activity Guide, and National Afterschool Association Out-of-school Time Standards (NAA) that has resulted in innovative activities aligned with grade-level TEKS which complement school day instruction. Activities implemented within this project will utilize research/evidence-based software, instructional materials, and curricula to increase reading skills, improve math applications, and advance knowledge in science and social studies.

The adopted model implemented by CIS aligned with the Texas ACE Blueprint includes a three-block daily schedule. The schedule focuses on academic enrichment, youth development, and college/career awareness. The first activity block consists of grade-level homework assistance groups that include a blend of school-day staff, activity coordinators, volunteers, and peer tutors. After students complete all homework, they participate in individual academic activities such as Accelerated Reading, use of technology devices, and involvement in educational games. The second activity block includes innovative, hands-on educational thematic units, small group tutoring, and extended homework (when necessary). The third block consists of youth development and enrichment activities such as STEAM, positive youth development, college/career awareness, health and wellness, technology, fine arts, financial literacy, environmental literacy and student voice and choice clubs. Enrichment activities will provide positive social, cultural, and recreational opportunities that will enrich and expand students' understanding of community involvement.

Based on 16 years of successful Texas ACE program implementation, CIS-Texas ACE has developed an activity schedule that has continuously produced positive outcomes. The most recent annual program evaluation stated that "Program intermediate outcomes in the fall met or exceeded ACE goals and objectives in key categories, such as recruitment of target students, academic performance/passing rates, attendance outcomes, and stakeholder surveys. Survey results... indicated highly favorable stakeholder impressions of CIS-ACE staff and programs" (Williams, 2020, p. 6).

To improve student academic achievement and overall success, CIS-Texas ACE has established a comprehensive case management process in which each targeted student will have a personalized student plan that will evolve with each students' educational progress. Students identified with a high need for academic assistance will participate in ongoing, small-group tutorials and will take a pre- and post-test to measure growth. Ongoing individual assessments will measure progress towards stated goals by identifying targeted areas in need of improvement and will guide future activity planning in the program. To ensure overall student success, Social/Emotional Learning (SEL) strategies will be utilized to establish a programmatic culture that incorporates character education, restorative justice, bullying prevention, conflict resolution, drug/alcohol prevention, violence prevention, harassment prevention, and positive behavior supports. Consistent family engagement services and activities will increase parental participation in the educational progress of students, which will build a stronger family connection to the school. Participating in adult family literacy activities and related educational development such as ESL, computer literacy, and Adult Basic Education will directly impact parents' ability to assist their children with schoolwork. CIS-Texas ACE collaborates with school-day staff and administration at each center to align and integrate educational enrichment activities with the campus scope and sequence to provide strong foundational instruction. CIS-Texas ACE staff consult with grade level teachers to discuss homework assignments, discover educational gaps the students are experiencing, and assess and monitor individual student needs. The CIS-Texas ACE team works collaboratively to plan activities that reinforce and complement what the students are learning during the school day and to address identified gaps in learning. Students are engaged in the planning of activities through the Student Voice and Choice, interest/satisfaction surveys, and daily activity attendance. The site coordinators will oversee activity/lesson planning, preparation, and provision to ensure fidelity of implementation and student engagement. Site coordinators and the project director will also observe and assess the quality of lessons provided.

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9. Statutory/Program Requirements (Cont.)

4. Describe the planned partnership between the applicant and the proposed eligible partner organization. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. Check the box if applying for priority points for such a partnership. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community.

TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

- This applicant is part of a planned partnership
- The applicant is unable to partner

Communities In Schools of Southeast Harris County (CIS), a community-based organization, is partnering with five Local Educational Agencies (LEAs) including Pasadena, Galena Park, Columbia-Brazoria, Alvin, and Pearland. Superintendents and the Board of Trustees of each of the five LEAs, along with the CIS Board of Directors and management team, determined that CIS will function as the managing partner and fiscal agent. The planned partnership will contribute to achieving the stated objectives to increase opportunities for academic growth and enrichment, decrease in-school suspensions, improve attendance rates, increase available out-of-school time (OST) services, increase family engagement, improve teacher-reported engagement in learning, and increase on-time grade-level advancement for the students most in need and their families. Partnership agreements are in place to define the role each organization will serve to achieve the project's goals. The five LEAs and CIS have established a successful working relationship for thirty years. The described partnership expands access to high quality services to the community and will increase the scope and quality of services to be provided. This partnership will increase the likelihood of sustainability over time.

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

The CIS administrative team comprised of the chief executive officer, chief financial officer, chief operating officer, grant accountants, and project director will provide direct management for the grant which will include human resources, fiscal management, payroll, auditing, marketing, social media, and data management and reporting. Resources provided by CIS will include program staff, supplies, materials, and logistical/technical support to ensure the success of the project. A full-time CIS-Texas ACE site coordinator will be at each campus overseeing the program with the support of the CIS administrative team. Part-time activity coordinators will provide direct services to the students and will be hired, trained, and managed by CIS-Texas ACE staff. A full-time CIS-Texas ACE family engagement specialist will provide adult family members literacy and engagement opportunities for each center. Daytime CIS site coordinators will assist and be available to provide additional services including health and human services, enrichment, educational enhancement, college and career awareness, parent and family engagement, and supportive guidance.

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9. Statutory/Program Requirements (Cont.)

5. Explain how the program will apply best practices, including research- or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

CIS uses various research and evidence-based practices to complement and enhance academic performance. This begins through collaboration with school-day staff and administration to align educational enrichment activities with the district scope and sequence. Instructional staff continue to formulate a highly populated database of Texas ACE activity unit and lesson plans which are intentionally designed to complement and enhance academic performance and achievement by incorporating current grade and age-appropriate Texas Essential Knowledge and Skills (TEKS). CIS-Texas ACE has adopted a research-based practice of the 5-E model of instruction using thematic teaching with interdisciplinary connections to incorporate collaborative learning such as science experiments, community service research projects, technology exploration, and fine arts activities. Instructional staff receive professional development in addressing individual learning styles and blended learning using digital tools. Research and evidence-based curricula include I-Read, Think Through Math, Lego® Robotics, Success Maker, Math 180, STRIDE Academy, Texas Home Learning, Prodigy, DreamBox, and Accelerated Reading. Additionally, CIS-Texas ACE centers offer up to ten hours per week of small group tutoring (RTI Tier 2 or Tier 3) by certified teachers and at least one hour per day of homework assistance and completion. Program activity provisions include evidence-based curricula which, along with specific activity objectives, will address individual student gaps in learning. Evidence-based academic interventions include BigBrainz and STAAR® Ready. By utilizing the Texas ACE unit and lesson plans aligned with the Texas ACE Blueprint, CIS-Texas ACE develops high-quality academic enrichment opportunities that complement and enhance school day instruction. CIS-Texas ACE will implement positive youth development activities utilizing curricula such as 40 Developmental Assets through the Search Institute and WhyTry. It will implement the Positive Behavioral Interventions and Supports in alignment with the school day strategies to address social-emotional learning, character education, anti-bullying, conflict resolution, team building, student voice & choice, and social skills. Postsecondary and workforce preparation activities connect to real-world experiences including college and university field trips, professional speakers, career fairs, and entrepreneurial activities.

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

Based on the results of the comprehensive needs assessment, six out of ten schools participating in this proposal are neighborhood schools and will not require transportation. Student participants at four centers located in either isolated, rural areas or cover large attendance zones will require bus transportation. To ensure a safe transition at dismissal, center site coordinators and school administrative personnel will establish a dismissal procedure based on the individual campus needs. Students will be directly dismissed from their school day class to the CIS-Texas ACE program located at their home campus. Elementary students will be safely accompanied by either school day or center staff from their classes to the location for the start of the program. Students are required to sign in with CIS-Texas ACE staff members to ensure that accurate attendance and accountability will be maintained. CIS-Texas ACE will obtain the necessary parental/guardian consent which includes the selection of transportation for their children (car riders, bike riders, walkers, bus transportation) when the program is dismissed. There is a required sign-out procedure for parents/guardians of students. In order to accommodate working family schedules, CIS-Texas ACE will offer alternate dismissal times. CIS and participating LEAs have partnership agreements indicating that bus transportation will be provided as necessary for CIS-Texas ACE students. Where bus transportation home is required, students will be signed out by center staff as they board the bus. The transportation departments will determine drop off locations and times. Students whose parents allow them to walk or ride their bicycle home will receive training in personal safety procedures provided by either the district or local municipal police department. The Parent Power Team, made up of parent volunteers, will be encouraged to enlist additional parent volunteers to monitor students who walk or ride bicycles home for additional safety and protection. During winter hours walkers and bicycle riders will be dismissed at an earlier time to ensure students will arrive home safely before dark.

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9. Statutory/Program Requirements (Cont.)

7. 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. Please describe the applicant's plan to inform the community about the center and participating in the program.

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

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

8. 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. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

To maximize public resources, CIS-Texas ACE programs collaborate with federal, state and local social service agencies, non-profits, local colleges, faith-based organizations, volunteers and the business/industry sector to increase each student's opportunity to succeed in school and prepare for life. This application qualifies for Program Priority 1-Program Integration by partnering with traditional Communities In Schools (CIS) programs administered by TEA. The CIS program offers services to at-risk youth in six counties and 14 LEAs providing case-managed services to over 7,000 students. The integration of the CIS traditional daytime program, CIS-Texas ACE and LEAs will incorporate federal and state programs/resources such as TEA Title I and III funds that will increase academic student outcomes as indicated in the center needs assessment. Other key program integration initiatives will include the U.S. Dept. of Education providing Y4Y for curriculum and professional development; the U.S. Dept. of Agriculture providing nutritious snacks/meals, and the U.S./Texas Congressional offices providing educational activities. State resources and programs will include TEA to provide professional development and technical assistance, and Texas A&M AgriLife Extension to provide parenting classes, curriculum, and nutrition education. Local resources and programs will be utilized to include the United Way for volunteers, marketing, and funding support, San Jacinto College to provide family literacy activities, adult education classes, volunteers, STEAM events, and the Community Health Network for adult health education and counseling services. Past integrations of key partners as listed above have demonstrated an improvement of 95.35% in academic achievement for students enrolled in the CIS traditional program. The short-term goal is to identify and serve 920 students annually who need additional out of time services to improve academic achievement by 90%. The long-term goal is to serve 920 students per year for the 5-year life of the grant. The ultimate goal is to demonstrate that CIS-Texas ACE students will remain successful, graduate on-time, and participate in post-secondary education/career pathways.

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9. Statutory/Program Requirements (Cont.)

9. Describe a preliminary plan for how the community learning center will continue after funding under this grant ends. Include how the resources provided by this grant will assist the program in local sustainability efforts.

The preliminary plan to sustain the community learning centers is based upon a sustainability logic model adopted, reviewed, and refined over the past two years by CIS organizational leadership. CIS-Texas ACE has successfully sustained 31 out-of-school time programs previously funded through 21st CCLC/ACE grants at varying levels. Each LEA involved in the grant proposal has committed to sustaining programs as evidenced by the partnership agreements signed by all superintendents and principals along with letters of support from the superintendents. LEAs have been presented with sustainability models that include 1) programs funded with leveraged foundation/partner dollars; 2) CIS academic and enrichment after school fee-based programs; and 3) out-of-school time academic and enrichment activities facilitated by CIS daytime staff that incorporate the services/resources of local community partners. The Community Advisory Council (CAC) and school principals will determine the most appropriate model after careful review of Texas Academic Performance Report (TAPR) data, parent surveys, and updated needs assessments. The following resources provided by this grant will assist in local sustainability efforts to include technology, curriculum, lesson plans, consumables, partnerships developed, established campus relationships, and positive outcome measures. Identified community partners include the individual campuses, Adult Education Center, Girl Scouts, Boy Scouts, public libraries, Delores Fenwick Nature Center, Neighborhood Centers, Texas Workforce Commission, and other agencies who will continue to play an integral part in the provision of core volunteer services, curricula, and program components. Governmental and community organizations such as Texas A&M AgriLife, United Way, Rotary, and the Retired Teachers Association will continue to provide a variety of additional volunteer and program-related services and resources for ongoing sustainability.

10. If the program plans to use volunteers in activities carried out through the community learning center(s), describe how the program will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores)

Historically, school-based certified teachers have donated more than 100 volunteer hours at each CIS-ACE Texas center to provide individual and small group tutorials for targeted students. Beyond school-based certified teacher volunteers, CIS-Texas ACE recruits, screens, and trains volunteers from diverse backgrounds, ethnicities, and ages. CIS has an established volunteer policy which requires all volunteers to undergo a thorough background check and comprehensive volunteer training. Volunteers are not utilized until their background check has been completed. The volunteer then participates in an orientation and training provided by the site coordinator with the assistance of the family engagement specialist.

Adult family volunteers are a valuable resource for our CIS-Texas ACE programs. At the beginning of each program year, parents/guardians are surveyed to determine skills or knowledge they can share with program participants. The site coordinators and family engagement specialist compile the list of adult family members, and then utilize these volunteers for appropriate, corresponding activities such as homework assistance, mentoring, robotics, and career awareness. Each center will have a Family Advisory Board made up of parent volunteers who meet throughout the year and donate their time to advise, plan, and prepare monthly family literacy events and activities. The input obtained from this group is vital to ensure the needs of the students and parents in CIS-Texas ACE are met.

CIS-Texas ACE recruits high school students who participate in school-based organizations such as the National Honor Society, student council or the Interact Club to mentor and assist students with academics. Partnerships with Delta Sigma Theta, Inc., Dow Chemical, Home Depot, Target, HEB, Kohl's, Kuraray, University of Houston-Clear Lake, Alvin Community College, San Jacinto College, and many others provide volunteer service hours. The partner volunteers provide STEAM activities, tutoring, mentoring, enrichment, career awareness and family literacy activities at all centers. Approximately 95 volunteers provided 1,486 volunteer hours to CIS-Texas ACE sites during the 2019-2020 school year before school closures due to COVID-19.

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9. Statutory/Program Requirements (Cont.)

11. The level of attendance in the program (i.e., dosage) is correlated with certain positive student outcomes. Describe the program's strategies for recruiting and retaining students in the program over time. Provide SMART goals specifically related to student attendance targets and dosage for a typical school year (fall, spring) and separately for summer.

The attendance-related SMART goals for CIS-Texas ACE programs target 920 of the students identified as most in need. Students who attend CIS-Texas ACE will show measurable improvements in academics, attendance, behavior, school engagement, and/or on-time grade level advancement. The 920 students will participate in the ACE program at least 120 minutes a day for a minimum of 45 days for up to 30 weeks during the school year. To mitigate summer learning slide, students will attend summer program for a minimum of 12 days and 240 minutes a day for 5 weeks. CIS-Texas ACE staff will utilize effective, intentional recruitment strategies that include soliciting feedback from campus administration and site staff, completion of a recommendation form, review of individual student performance and demographic data, one-on-one parent communication, and face-to-face meetings with students. Principals will co-facilitate recruitment efforts with CIS-Texas ACE staff to explain the purpose and the benefits of attending the program to the parents and students. Priority will be given to students designated as at-risk by Texas Education Code 29.081 (retained, failed assessment, Limited English Proficiency, homeless, etc.), receiving Special Education or Section 504 services. Priority will also be given to students who display poor attendance, struggle to meet behavioral standards, or come from working families. To recruit and retain students, CIS-Texas ACE will provide highly innovative, quality programs that will motivate students to attend program regularly. While the Texas ACE program will be educational in scope, activities will also be engaging, interactive, and tailored to participants' needs and interests. Each program will have a Student Voice and Choice leadership team which will assist in activity development and implementation taking into consideration the wants and needs of all the students participating at that campus. Participation in student-led activities co-facilitated by the Student Voice and Choice team will enhance recruitment and retention of regular attendees. Making modifications to program activities based on student attendance will also enhance the program and assist with retaining students.

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

This applicant targets a minimum of 920 students to reach "regular" status and 700 adult family participants. After analyzing information collected from the center-level assessments, the CIS-Texas ACE administrative team has determined the most appropriate and effective program hours for each center which will also meet the minimum grant requirements of three hours per day, Monday – Friday during the school year. The ten centers will employ a full-time site coordinator overseeing program and supervising up to six part-time activity coordinators at each center for a total of 60 activity coordinators. The activity coordinators will provide academic activities for the students at a ratio of no more than 15 students per each staff member. CIS-Texas ACE will maintain a high-level quality program by employing certified teachers as tutors/facilitators. The anticipated number of tutors/facilitators will average 150 hours per center. An appropriate goal for "regular" students (45 days of attendance) at each campus was also determined from the information provided from the individual center assessments detailing the specific student population to customize center operations schedules to the needs of the students' and their families. The budget plan provides each center with sufficient resources for delivering high quality programs, including supplies, training and salaries.

CIS-Texas ACE staff will develop intentional activities, aligned with the educational school day, to assist students with an identified academic need. Program effectiveness will be measured by student improvements in reading/ language arts and math on state assessments, an increase in school-day attendance rates, decrease in in-school suspensions, and teacher-reported improvement in student engagement. Maintenance of center-level quality will be demonstrated by achieving a minimum level of "implementing" on the Quality Indicators in the Quality Assurance Process (QAP). However, the grantee anticipates achieving the level of "progressing" or "optimizing" in most of the Quality Indicators.

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

10. 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"/>

11. 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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 Adjustments on this page have been confirmed with _____ by _____ of TEA by phone / fax / email on _____.

12. Request for Grant Funds

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

Payroll Costs

1.	One full-time project director	\$75,000
2.	One full-time site coordinator per center (10)	\$480,300
3.	One full-time family engagement specialist	\$52,000
4.	Approximately 6 Activity Coordinators per center (60)	\$650,000
5.	One full-time program assistant (\$40k) & benefits for all grant covered employees (\$140k)	\$180,000

Professional and Contracted Services

6.	Certified Teachers (Tutors)	\$25,000
7.	Enrichment Facilitators	\$15,000
8.	Professional Development Instructors	\$10,000
9.	Office Expenses-telecommunication, printing, etc.	\$25,000
10.	Office rental costs	\$10,200

Supplies and Materials

11.	General supplies-consumables (crafts, activity supplies, culinary supplies etc.)	\$50,000
12.	General supplies-technology (STEM or homework help related tech for students)	\$25,000
13.		
14.		

Other Operating Costs

15.	Transportation-student bussing (\$12,000) and Education Field Trips (\$12,000)	\$24,000
16.	Travel (site visit mileage, in-state & out-of-state for various required & optional conferences)	\$19,500
17.	Student snacks	\$7,500

Capital Outlay

18.	None	0
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 mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. 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

For TEA Use Only:

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

Center Operations Schedule

County-district number or vendor ID: 76-0242189

Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1	101917130	Young Elementary, 4221 Fox Meadow Lane, Pasadena, TX 77504 713-740-0784	0	2 - 4	100	75
2	101917046	South Houston Intermediate, 900 College Ave., South Houston, TX 77587 713-740-0490	0	7 - 8	60	50
3	101910042	North Shore Middle School, 120 Castlegory, Houston, TX 77015 832-386-2600	0	7 - 8	60	50
4	101910104	Galena Park Elementary, 401 N. Main St., Galena Park, TX 77547 832-386-1670	0	2 - 5	100	75
5	101910107	MacArthur Elementary, 1801 N. Main, Galena Park, TX 77547 832-386-4630	0	2 - 5	100	75
6	020907102	West Columbia Elementary, 711 S. Gray, West Columbia, TX 77486 (979) 345-5147	0	2 - 6	100	75
7	020901105	E.C. Mason Elementary, 7400 Lewis Lane, Manvel, TX 77578 281-245-2832	0	2 - 5	100	75
8	020901120	Bel Nafegar Sanchez Elementary, 1721 Sterling Lakes West Dr., Rosharon, TX 77583 713-814-7000	0	2 - 5	100	75
9	020908104	H.C. Carlestone Elementary, 3010 Harkey Rd., Pearland, TX 77584 281-412-1412	0	2 - 4	100	75
10	020908114	Magnolia Elementary, 5350 Magnolia, Pearland, TX 77584 (281) 727-1750	0	2 - 4	100	75

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101917130	Young Elementary, 4221 Fox Meadow Lane, Pasadena, TX 77504					2 – 4	100	75			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		8/30/2021			12/10/2021			13				
Spring Term		12/13/2021			05/26/2022			17				
Summer Term		06/06/2022			07/07/2022			5				
Total number of weeks:								35				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:05	6:05			3:05	6:05	8:00			2:00
Tuesday			3:05	6:05			3:05	6:05	8:00			2:00
Wednesday			3:05	6:05			3:05	6:05	8:00			2:00
Thursday			3:05	6:05			3:05	6:05	8:00			2:00
Friday			3:05	6:05			3:05	6:05				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Occasional Saturday events such as sports games, literacy events or STEAM events.											
Parent/Legal Guardian Activities	Monthly parent/guardian involvement opportunities include Parent Advisory Meeting, volunteering opportunities, parents classes, and events such as family literacy, math and science enrichment nights, reading, STEM Expo, Social/Emotional support, financial literacy, ESL, family nutrition, parent orientation, and award ceremony.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101917046	South Houston Intermediate, 900 College Ave., South Houston, TX 77587					7 – 8	60	50			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		8/30/2021			12/10/2021			13				
Spring Term		12/13/2021			05/26/2022			17				
Summer Term		06/06/2022			07/07/2022			5				
Total number of weeks:								35				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:30	6:30			3:30	6:30	8:00			2:00
Tuesday			3:30	6:30			3:30	6:30	8:00			2:00
Wednesday			3:30	6:30			3:30	6:30	8:00			2:00
Thursday			3:30	6:30			3:30	6:30	8:00			2:00
Friday			3:30	6:30			3:30	6:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Occasional Saturday events such as sports games, literacy events or STEAM events.											
Parent/Legal Guardian Activities	Monthly parent/guardian involvement opportunities include Parent Advisory Meeting, volunteering opportunities, parents classes, and events such as family literacy, math and science enrichment nights, reading, STEM Expo, Social/Emotional support, financial literacy, ESL, family nutrition, parent orientation, and award ceremony.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target		
Center	101910042	North Shore Middle School, 120 Castlegory, Houston, TX 775015						7 – 8	60	50		
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		8/30/2021			12/10/2021			13				
Spring Term		12/13/2021			05/26/2022			17				
Summer Term		06/06/2022			07/07/2022			5				
Total number of weeks:								35				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:40	8:25	4:00	6:15	7:40	8:25	4:00	6:15	8:00			2:00
Tuesday	7:40	8:25	4:00	6:15	7:40	8:25	4:00	6:15	8:00			2:00
Wednesday	7:40	8:25	4:00	6:15	7:40	8:25	4:00	6:15	8:00			2:00
Thursday	7:40	8:25	4:00	6:15	7:40	8:25	4:00	6:15	8:00			2:00
Friday	7:40	8:25	4:00	6:15	7:40	8:25	4:00	6:15				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Occasional Saturday events such as sports games, literacy events or STEAM events.											
Parent/Legal Guardian Activities	Monthly parent/guardian involvement opportunities include Parent Advisory Meeting, volunteering opportunities, parents classes, and events such as family literacy, math and science enrichment nights, reading, STEM Expo, Social/Emotional support, financial literacy, ESL, family nutrition, parent orientation, and award ceremony.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101910104	Galena Park Elementary, 401 N. Main St., Galena Park, TX 77547					2 – 5	100	75			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		8/30/2021			12/10/2021			13				
Spring Term		12/13/2021			05/26/2022			17				
Summer Term		06/06/2022			07/07/2022			5				
Total number of weeks:								35				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:10	6:10			3:10	6:10	8:00			2:00
Tuesday			3:10	6:10			3:10	6:10	8:00			2:00
Wednesday			3:10	6:10			3:10	6:10	8:00			2:00
Thursday			3:10	6:10			3:10	6:10	8:00			2:00
Friday			3:10	6:10			3:10	6:10				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Occasional Saturday events such as sports games, literacy events or STEAM events.											
Parent/Legal Guardian Activities	Monthly parent/guardian involvement opportunities include Parent Advisory Meeting, volunteering opportunities, parents classes, and events such as family literacy, math and science enrichment nights, reading, STEM Expo, Social/Emotional support, financial literacy, ESL, family nutrition, parent orientation, and award ceremony.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101910107	MacArthur Elementary, 1801 N. Main, Galena Park, TX 77547					2 – 5	100	75			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		8/30/2021			12/10/2021			13				
Spring Term		12/13/2021			05/26/2022			17				
Summer Term		06/06/2022			07/07/2022			5				
Total number of weeks:								35				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:10	6:10			3:10	6:10	8:00			2:00
Tuesday			3:10	6:10			3:10	6:10	8:00			2:00
Wednesday			3:10	6:10			3:10	6:10	8:00			2:00
Thursday			3:10	6:10			3:10	6:10	8:00			2:00
Friday			3:10	6:10			3:10	6:10				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)		N/A										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Occasional Saturday events such as sports games, literacy events or STEAM events.										
Parent/Legal Guardian Activities		Monthly parent/guardian involvement opportunities include Parent Advisory Meeting, volunteering opportunities, parents classes, and events such as family literacy, math and science enrichment nights, reading, STEM Expo, Social/Emotional support, financial literacy, ESL, family nutrition, parent orientation, and award ceremony.										

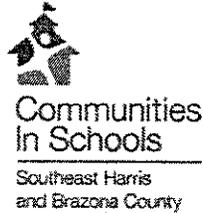
Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	020907102	West Columbia Elementary, 711 S. Gray, West Columbia, TX 77486						2 – 6	100	75			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):				End Date (MM/DD/YY):				Total Weeks	
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				8/30/2021				12/10/2021				13	
Spring Term				12/13/2021				05/26/2022				17	
Summer Term				06/06/2022				07/07/2022				5	
Total number of weeks:												35	
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:30	8:15	3:45	6:00	7:30	8:15	3:45	6:00	8:00			2:00	
Tuesday	7:30	8:15	3:45	6:00	7:30	8:15	3:45	6:00	8:00			2:00	
Wednesday	7:30	8:15	3:45	6:00	7:30	8:15	3:45	6:00	8:00			2:00	
Thursday	7:30	8:15	3:45	6:00	7:30	8:15	3:45	6:00	8:00			2:00	
Friday	7:30	8:15	3:45	6:00	7:30	8:15	3:45	6:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Occasional Saturday events such as sports games, literacy events or STEAM events.												
Parent/Legal Guardian Activities	Monthly parent/guardian involvement opportunities include Parent Advisory Meeting, volunteering opportunities, parents classes, and events such as family literacy, math and science enrichment nights, reading, STEM Expo, Social/Emotional support, financial literacy, ESL, family nutrition, parent orientation, and award ceremony.												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	020901105	E. C. Mason Elementary, 7400 Lewis Lane, Manvel, TX 77578					2 - 5	100	75			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		8/30/2021			12/10/2021			13				
Spring Term		12/13/2021			05/26/2022			17				
Summer Term		06/06/2022			07/07/2022			5				
Total number of weeks:								35				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:25	6:25			3:25	6:25	8:00			2:00
Tuesday			3:25	6:25			3:25	6:25	8:00			2:00
Wednesday			3:25	6:25			3:25	6:25	8:00			2:00
Thursday			3:25	6:25			3:25	6:25	8:00			2:00
Friday			3:25	6:25			3:25	6:25				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Occasional Saturday events such as sports games, literacy events or STEAM events.											
Parent/Legal Guardian Activities	Monthly parent/guardian involvement opportunities include Parent Advisory Meeting, volunteering opportunities, parents classes, and events such as family literacy, math and science enrichment nights, reading, STEM Expo, Social/Emotional support, financial literacy, ESL, family nutrition, parent orientation, and award ceremony.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 8	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	020901120	Bel Nafegar Sanchez Elementary, 1721 Sterling Lakes West Dr., Rosharon, TX 77583					2 – 5	100	75			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		8/30/2021			12/10/2021			13				
Spring Term		12/13/2021			05/26/2022			17				
Summer Term		06/06/2022			07/07/2022			5				
Total number of weeks:								35				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:25	6:25			3:25	6:25	8:00			2:00
Tuesday			3:25	6:25			3:25	6:25	8:00			2:00
Wednesday			3:25	6:25			3:25	6:25	8:00			2:00
Thursday			3:25	6:25			3:25	6:25	8:00			2:00
Friday			3:25	6:25			3:25	6:25				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Occasional Saturday events such as sports games, literacy events or STEAM events.											
Parent/Legal Guardian Activities	Monthly parent/guardian involvement opportunities include Parent Advisory Meeting, volunteering opportunities, parents classes, and events such as family literacy, math and science enrichment nights, reading, STEM Expo, Social/Emotional support, financial literacy, ESL, family nutrition, parent orientation, and award ceremony.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	020908104	H.C. Carlestone Elementary, 3010 Harkey Rd., Pearland, TX 77584					2 – 4	100	75			
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		8/30/2021			12/10/2021			13				
Spring Term		12/13/2021			05/26/2022			17				
Summer Term		06/06/2022			07/07/2022			5				
Total number of weeks:								35				
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday			3:35	6:35			3:35	6:35	8:00			2:00
Tuesday			3:35	6:35			3:35	6:35	8:00			2:00
Wednesday			3:35	6:35			3:35	6:35	8:00			2:00
Thursday			3:35	6:35			3:35	6:35	8:00			2:00
Friday			3:35	6:35			3:35	6:35				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Occasional Saturday events such as sports games, literacy events or STEAM events.											
Parent/Legal Guardian Activities	Monthly parent/guardian involvement opportunities include Parent Advisory Meeting, volunteering opportunities, parents classes, and events such as family literacy, math and science enrichment nights, reading, STEM Expo, Social/Emotional support, financial literacy, ESL, family nutrition, parent orientation, and award ceremony.											

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	020908114	Magnolia Elementary, 5350 Magnolia, Pearland, TX 77584					2 – 4	100	75				
Feeder													
Feeder													
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term			8/30/2021			12/10/2021			13				
Spring Term			12/13/2021			05/26/2022			17				
Summer Term			06/06/2022			07/07/2022			5				
Total number of weeks:									35				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday			3:35	6:35			3:35	6:35	8:00			2:00	
Tuesday			3:35	6:35			3:35	6:35	8:00			2:00	
Wednesday			3:35	6:35			3:35	6:35	8:00			2:00	
Thursday			3:35	6:35			3:35	6:35	8:00			2:00	
Friday			3:35	6:35			3:35	6:35					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)		N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Occasional Saturday events such as sports games, literacy events or STEAM events.											
Parent/Legal Guardian Activities		Monthly parent/guardian involvement opportunities include Parent Advisory Meeting, volunteering opportunities, parents classes, and events such as family literacy, math and science enrichment nights, reading, STEM Expo, Social/Emotional support, financial literacy, ESL, family nutrition, parent orientation, and award ceremony.											



Partnership Agreement
Texas Afterschool Centers on Education Cycle 11
Communities In Schools of Southeast Harris County and
Alvin ISD
2021-2026

This partnership agreement between Communities In Schools of Southeast Harris County (CIS) Texas Afterschool Centers on Education (ACE) and Alvin ISD (AISD) sets out to establish the relationships and responsibilities of all parties in the implementation of Cycle 11 ACE programs at **Bel Nafegar Sanchez Elementary and E. C. Mason Elementary.**

It is the intent of both parties to bring the resources of CIS-ACE to facilitate the academic achievement and personal success of students by providing the full range of CIS-ACE services to those students and their families. Specifically, the CIS-ACE grant program will:

- Create, implement, and manage two (2) CIS-ACE Centers in AISD.
- Provide opportunities for academic enrichment, including providing tutorial services to help children, meet state and local student academic achievement standards in core academic subjects, such as reading, mathematics, and science.
- Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, physical fitness programs and technology education programs that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

It is the intent of both parties to maintain a cooperative, interactive, and supportive relationship between the schools and CIS-ACE for the benefit of the students served.

Communities In Schools of Southeast Harris County and CIS-ACE are both administered by the Texas Education Agency (TEA).

A. CIS-ACE agrees to the following:

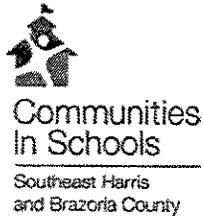
1. CIS-ACE agrees to provide management, administrative, logistical, and technical support to the program, as warranted, to ensure the success of the program center service delivery initiatives. The Chief Executive Officer is responsible and accountable for oversight of all CIS-ACE program centers within AISD.
2. CIS-ACE will perform background checks on all CIS-ACE center staff. All offers of CIS-ACE employment are contingent upon clear results of a thorough background check. Background checks will include both social security verification and a complete criminal history.



3. CIS-ACE, under its standards and this agreement, will provide to identified students a program of services which includes: academic enhancement, enrichment and recreational activities, parental and family engagement activities, health, education and social referrals, pre-employment (skills training) and career awareness activities, as well as cultural enrichment opportunities. CIS-ACE will not fulfill additional duties (administrative, clerical, etc.) that would usually be assigned to school employees.
4. CIS-ACE maintains and retains case files on each assigned student containing all relevant data requisite to the case and the CIS-ACE criteria. Case records will only be released in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Confidentiality of Mental Health Information statutes under Texas Civil Law.
5. The CIS-ACE site coordinators are employees of CIS-ACE while assigned to the program center and are under the direct supervision of CIS-ACE; furthermore, CIS-ACE staff will follow procedures for disciplinary action and grievance outlined in the CIS-ACE personnel policies and consistent with state or federal law.

B. Schools agree to the following:

1. Schools will provide a confidential office or classroom with telephone and internet access exclusively for CIS-ACE staff use, classroom space for staff program operations, a safe and healthy work environment, access to designated classrooms for tutoring, computer labs, gymnasium, cafeteria, healthy snacks, library, playgrounds, restrooms, and adequate after hours access to building facilities and custodial services, as well as, access to copy machines, necessary office furniture, supplies, and other equipment sufficient to facilitate the efficient delivery of CIS-ACE services at schools.
2. Schools will provide to CIS-ACE, subject to parental consent per FERPA, available student data and read and print only access to the district's student data such as, but not limited to, student attendance, student grades, conduct, student personal data, STAAR scores, Free/Reduced lunch eligibility, LEP designation and any other data from school records that will ensure the eligibility and effectiveness of service delivery to students which may be pertinent to CIS-ACE program and TEA reporting requirements.
3. Schools will encourage and promote volunteerism in CIS-ACE programs offered to AISD students.
4. Schools will adequately publicize the presence of CIS-ACE programs and events by inclusion of CIS-ACE information in school newsletters, social media, marquees, and public announcements as deemed appropriate.
5. The principal will provide CIS-ACE the name of a contact person for CIS-ACE staff to communicate with for approval of programs and activities in their absence, as well as an after-hours emergency contact.



6. Schools will ensure that professional staff of administrators, teachers, counselors, and educational specialists will be encouraged to make appropriate student referrals to CIS-ACE in order to ensure the effective provision of services to the targeted at-risk student population.
7. Schools will recommend and encourage a minimum of five (5) certified staff teachers to provide their educational expertise and tutoring services to CIS-ACE on a consulting basis.
8. Schools will provide bussing services when necessary to CIS-ACE students participating in the year long after-school and summer program. Bus routes will be jointly determined by AISD transportation staff and CIS-ACE staff which will be contingent on distance, feasibility, and availability of CIS-ACE funds.
9. Schools will inform CIS-ACE in writing of any relevant school developments, policy changes, or other issues arising within the district or schools that affect the provisions of this agreement or the operations of CIS-ACE at schools.
10. Schools will maintain existing responsibility for addressing and/or referring to appropriate authorities all school-related cases involving suicide threats, violent behavior, child abuse, sexual abuse, harassment, and/or legal custody. The principal will provide the CIS-ACE site coordinator the names and responsibilities of the School Crisis Management Team and update that information as needed.
11. The principal will notify the CIS Chief Executive Officer of any problems or concerns that might arise relevant to the CIS-ACE program as soon as possible.
12. The ISD agrees to support CIS by paying a sum of thirty-six thousand dollars (\$36,000) to CIS for the delivery of services of two (2) CIS-ACE Cycle 11 campus programs. Four (4) equal contributions of nine thousand dollars (\$9,000) will be made to CIS in September, November, February, and May for each year that the Cycle 11 grant is in effect.
13. The ISD will provide adequate space and services for five (5) consecutive weeks of CIS-ACE summer programming.

C. Schools and CIS-ACE mutually agree to:

1. The CIS Chief Executive Officer, the CIS Chief Operating Officer, CIS-ACE Project Director, CIS-ACE site coordinator, the school principal, and the schools' designated staff will proceed in a collaborative effort to ensure the successful operation of the CIS-ACE. Communications between the parties will be ongoing; to include scheduled meetings as needed between the CIS-ACE staff, school principal and/or his or her designee to address programmatic issues. In addition, the CIS-ACE site coordinator may serve as a member of



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the school's site-based decision-making committee. The school's Campus Improvement Plan (CIP) shall include the CIS-ACE program.

2. CIS-ACE follows national, state, and local policies as well as ethical standards for service provision under applicable laws. In cases where written AISD school policies concerning service delivery are more restrictive than CIS-ACE policies, CIS-ACE will follow the written AISD or school policy concerning student service delivery, except as mutually agreed upon, in writing.
3. CIS-ACE will provide staff and other resources to the schools for the benefit of the students. CIS-ACE will offer a multi-disciplinary team that will serve a manageable number of students. The maximum number will be determined by CIS-ACE grant requirements.
4. CIS-ACE will provide an annual CIS-ACE Center Strategic Plan to the school principal for review, discussion, and approval. This CIS-ACE Center Strategic Plan will provide all parties with an outline of CIS-ACE activities to be undertaken in the upcoming year.
5. Schools and CIS-ACE understand that all CIS-ACE services and funding under this partnership agreement will augment, but not duplicate, existing service resources. The principal agrees to notify CIS-ACE of any duplication of services as soon as possible.
6. The parties agree that the CIS-ACE site coordinator and CIS-ACE staff are not employees of the ISD. The ISD is not responsible for the payment of salaries, benefits, unemployment, worker's compensation, etc. for these individuals. CIS-ACE will be responsible for paying certified teachers and AISD transportation contingent on the availability of CIS-ACE funds.
7. The terms of this partnership agreement for services will be from August 1, 2021 until July 31, 2026. This partnership agreement is contingent on mutual agreement by Alvin Independent School District and Communities In Schools of Southeast Harris County.



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This partnership agreement of services constitutes the full and total understanding and agreement of AISD, schools and CIS-ACE, and any modifications, amendments or alterations must be agreed to in writing by the AISD Superintendent, the school principals, and the CIS Chief Executive Officer.

For Alvin ISD

Carol Nelson 11/19/2020

Carol Nelson Date
Superintendent, Alvin ISD

Monique D. Gadson 12/9/2020

Monique D. Gadson Date
Principal, E. C. Mason Elementary

Rosemary Reed 12/15/2020

Rosemary Reed Date
Principal, Bel Nafegar Sanchez Elementary

For Communities In Schools ACE

Donna Montes 12/17/2020

Donna Montes Date
Chief Executive Officer
CIS of Southeast Harris County



Christine McCormick
Federal & State Education Policy
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

Re: TEA 21st CCLC, Cycle 11

Dear Ms. McCormick,

The Superintendent of Alvin Independent School District (ISD) submits this letter to the Texas Education Agency to demonstrate support for Texas 21st Century Community Learning Centers (CCLC) managed by Communities In Schools of Southeast Harris County (CIS). CIS has provided valuable services to Alvin ISD students and parents focusing on academic, attendance, behavioral and family needs.

Specific challenges identified in the community needs assessment regarding sustainability include volatility of funding, lack of consistency of volunteer delivered services, and the lack of capacity of programs to meet the need of working parents.

The Superintendent commits to prioritize sustaining afterschool programs at E.C. Mason Elementary and Bel Sanchez Elementary Schools. The Alvin ISD Board of Trustees agrees to coordinate with district leadership and CIS to explore additional funding sources in order to continue high quality out of school time services during and beyond 21st CCLC grant funding. The partnership between Alvin ISD and CIS has demonstrated the capability in diversifying funding streams to sustain continuous services.

The Superintendent recognizes the value of out-of-school time educational activities to ensure each student reaches their full potential.

Best Regards,

A handwritten signature in cursive script that reads 'Carol Nelson'. The signature is written in black ink and is positioned above a horizontal line.

Carol Nelson,
Superintendent, Alvin ISD



Partnership Agreement
Texas Afterschool Centers on Education Cycle 11
Communities In Schools of Southeast Harris County and
Columbia-Brazoria ISD
2021-2026

This partnership agreement between Communities In Schools of Southeast Harris County (CIS) Texas Afterschool Centers on Education (ACE) and Columbia-Brazoria ISD (CBISD) sets out to establish the relationships and responsibilities of all parties in the implementation of Cycle 11 ACE programs at West Columbia Elementary.

It is the intent of both parties to bring the resources of CIS-ACE to facilitate the academic achievement and personal success of students by providing the full range of CIS-ACE services to those students and their families. Specifically, the CIS-ACE grant program will:

- Create, implement, and manage one (1) CIS-ACE Centers in CBISD.
- Provide opportunities for academic enrichment, including providing tutorial services to help children, meet state and local student academic achievement standards in core academic subjects, such as reading, mathematics, and science.
- Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, physical fitness programs and technology education programs that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

It is the intent of both parties to maintain a cooperative, interactive, and supportive relationship between the schools and CIS-ACE for the benefit of the students served.

Communities In Schools of Southeast Harris County and CIS-ACE are both administered by the Texas Education Agency (TEA).

A. CIS-ACE agrees to the following:

1. CIS-ACE agrees to provide management, administrative, logistical, and technical support to the program, as warranted, to ensure the success of the program center service delivery initiatives. The Chief Executive Officer is responsible and accountable for oversight of all CIS-ACE program centers within CBISD.
2. CIS-ACE, under its standards and this agreement, will provide to identified students a program of services which includes: academic enhancement, enrichment and recreational activities, parental and family engagement activities, health, education and social referrals, pre-employment (skills training) and career awareness activities, as well as cultural



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enrichment opportunities. CIS-ACE will not fulfill additional duties (administrative, clerical, etc.) that would usually be assigned to school employees.

3. CIS-ACE maintains and retains case files on each assigned student containing all relevant data requisite to the case and the CIS-ACE criteria. Case records will only be released in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Confidentiality of Mental Health Information statutes under Texas Civil Law.
4. The CIS-ACE site coordinators are employees of CIS-ACE while assigned to the program center and are under the direct supervision of CIS-ACE; furthermore, CIS-ACE staff will follow procedures for disciplinary action and grievance outlined in the CIS-ACE personnel policies and consistent with state or federal law.

B. Schools agree to the following:

1. Schools will provide a confidential office or classroom with telephone and internet access exclusively for CIS-ACE staff use, classroom space for staff program operations, a safe and healthy work environment, access to designated classrooms for tutoring, computer labs, gymnasium, cafeteria, healthy snacks, library, playgrounds, restrooms, and adequate after hours access to building facilities and custodial services, as well as, access to copy machines, necessary office furniture, supplies, and other equipment sufficient to facilitate the efficient delivery of CIS-ACE services at schools.
2. Schools will provide to CIS-ACE, subject to parental consent per FERPA, available student data and read and print only access to the district's student data such as, but not limited to, student attendance, student grades, conduct, student personal data, STAAR scores, Free/Reduced lunch eligibility, LEP designation and any other data from school records that will ensure the eligibility and effectiveness of service delivery to students which may be pertinent to CIS-ACE program and TEA reporting requirements.
3. Schools will encourage and promote volunteerism in CIS-ACE programs offered to CBISD students.
4. Schools will adequately publicize the presence of CIS-ACE programs and events by inclusion of CIS-ACE information in school newsletters, social media, marquees, and public announcements as deemed appropriate.
5. The principal will provide CIS-ACE the name of a contact person for CIS-ACE staff to communicate with for approval of programs and activities in their absence, as well as an after-hours emergency contact.
6. Schools will ensure that professional staff of administrators, teachers, counselors, and educational specialists will be encouraged to make appropriate student referrals to CIS-ACE in order to ensure the effective provision of services to the targeted at-risk student population.



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Southwest Harris
and Brazoria County

7. Schools will recommend and encourage a minimum of five (5) certified staff teachers to provide their educational expertise and tutoring services to CIS-ACE on a consulting basis.
8. Schools will provide bussing services when necessary to CIS-ACE students participating in the year long after-school and summer program. Bus routes will be jointly determined by CBISD transportation staff and CIS-ACE staff which will be contingent on distance, feasibility, and availability of CIS-ACE funds.
9. Schools will inform CIS-ACE in writing of any relevant school developments, policy changes, or other issues arising within the district or schools that affect the provisions of this agreement or the operations of CIS-ACE at schools.
10. Schools will maintain existing responsibility for addressing and/or referring to appropriate authorities all school-related cases involving suicide threats, violent behavior, child abuse, sexual abuse, harassment, and/or legal custody. The principal will provide the CIS-ACE site coordinator the names and responsibilities of the School Crisis Management Team and update that information as needed.
11. The principal will notify the CIS Chief Executive Officer of any problems or concerns that might arise relevant to the CIS-ACE program as soon as possible.
12. The ISD agrees to support CIS by paying a sum of eighteen thousand dollars (\$18,000) to CIS for the delivery of services of one (1) CIS-ACE Cycle 11 campus program. Four (4) equal contributions of four thousand five hundred dollars (\$4,500) will be made to CIS in September, November, February, and May for each year that the Cycle 11 grant is in effect.
13. The ISD will provide adequate space and services for five (5) consecutive weeks of CIS-ACE summer programming.

C. Schools and CIS-ACE mutually agree to:

1. The CIS Chief Executive Officer, the CIS Chief Operating Officer, CIS-ACE Project Director, CIS-ACE site coordinator, the school principal, and the schools' designated staff will proceed in a collaborative effort to ensure the successful operation of the CIS-ACE. Communications between the parties will be ongoing; to include scheduled meetings as needed between the CIS-ACE staff, school principal and/or his or her designee to address programmatic issues. In addition, the CIS-ACE site coordinator may serve as a member of the school's site-based decision-making committee. The school's Campus Improvement Plan (CIP) shall include the CIS-ACE program.
2. CIS-ACE follows national, state, and local policies as well as ethical standards for service provision under applicable laws. In cases where written CBISD school policies concerning service delivery are more restrictive than CIS-ACE policies, CIS-ACE will follow the



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and Brazoria County

written CBISD or school policy concerning student service delivery, except as mutually agreed upon, in writing.

3. CIS-ACE will provide staff and other resources to the schools for the benefit of the students. CIS-ACE will offer a multi-disciplinary team that will serve a manageable number of students. The maximum number will be determined by CIS-ACE grant requirements.
4. CIS-ACE will provide an annual CIS-ACE Center Strategic Plan to the school principal for review, discussion, and approval. This CIS-ACE Center Strategic Plan will provide all parties with an outline of CIS-ACE activities to be undertaken in the upcoming year.
5. Schools and CIS-ACE understand that all CIS-ACE services and funding under this partnership agreement will augment, but not duplicate, existing service resources. The principal agrees to notify CIS-ACE of any duplication of services as soon as possible.
6. The parties agree that the CIS-ACE site coordinator and CIS-ACE staff are not employees of the ISD. The ISD is not responsible for the payment of salaries, benefits, unemployment, worker's compensation, etc. for these individuals. CIS-ACE will be responsible for paying certified teachers and CBISD transportation contingent on the availability of CIS-ACE funds.
7. The terms of this partnership agreement for services will be from August 1, 2021 until July 31, 2026. This partnership agreement is contingent on mutual agreement by Columbia-Brazoria Independent School District and Communities In Schools of Southeast Harris County.



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Southeast Harris
and Brazoria County

This partnership agreement of services constitutes the full and total understanding and agreement of CBISD, schools and CIS-ACE, and any modifications, amendments or alterations must be agreed to in writing by the CBISD Superintendent, the school principals, and the CIS Chief Executive Officer.

For Columbia-Brazoria ISD

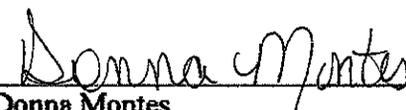
 11/18/2020

Steven Galloway Date
Superintendent, Columbia-Brazoria ISD

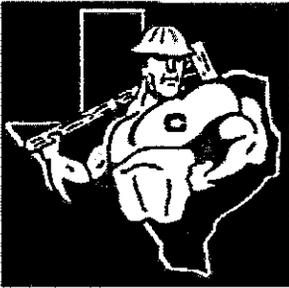


Roxana Bolton Date
Principal, West Columbia Elementary

For Communities In Schools ACE

 12/17/2020

Donna Montes Date
Chief Executive Officer
CIS of Southeast Harris County



Christine McCormick
Federal & State Education Policy
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

Re: TEA 21st CCLC, Cycle 11

Dear Ms. McCormick,

The Superintendent of Columbia-Brazoria Independent School District (ISD) submits this letter to the Texas Education Agency to demonstrate support for Texas 21st Century Community Learning Centers (CCLC) managed by Communities In Schools of Southeast Harris County (CIS). CIS has provided valuable services to Columbia-Brazoria ISD students and parents focusing on academic, attendance, behavioral and family needs.

Specific challenges identified in the community needs assessment regarding sustainability include volatility of funding, lack of consistency of volunteer delivered services, and the lack of capacity of programs to meet the need of working parents.

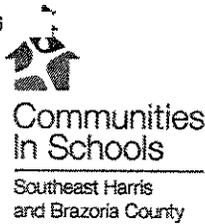
The Superintendent commits to prioritize sustaining afterschool programs at West Columbia Elementary School. The Columbia-Brazoria ISD Superintendent agrees to coordinate with district leadership and CIS to explore additional funding sources in order to continue high quality out of school time services during and beyond 21st CCLC grant funding. The partnership between Columbia-Brazoria ISD and CIS has demonstrated the capability in diversifying funding streams to sustain continuous services.

The Superintendent recognizes the value of out-of-school time educational activities to ensure each student reaches their full potential.

Best Regards,



Steven Galloway,
Superintendent, Columbia Brazoria ISD



Partnership Agreement
Texas Afterschool Centers on Education Cycle 11
Communities In Schools of Southeast Harris County and
Galena Park ISD
2021-2026

This partnership agreement between Communities In Schools of Southeast Harris County (CIS) Texas Afterschool Centers on Education (ACE) and Galena Park ISD (GPISD) sets out to establish the relationships and responsibilities of all parties in the implementation of Cycle 11 ACE programs at **Galena Park Elementary, MacArthur Elementary and North Shore Middle.**

It is the intent of both parties to bring the resources of CIS-ACE to facilitate the academic achievement and personal success of students by providing the full range of CIS-ACE services to those students and their families. Specifically, the CIS-ACE grant program will:

- Create, implement, and manage three (3) CIS-ACE Centers in GPISD.
- Provide opportunities for academic enrichment, including providing tutorial services to help children, meet state and local student academic achievement standards in core academic subjects, such as reading, mathematics, and science.
- Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, physical fitness programs and technology education programs that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

It is the intent of both parties to maintain a cooperative, interactive, and supportive relationship between the schools and CIS-ACE for the benefit of the students served.

Communities In Schools of Southeast Harris County and CIS-ACE are both administered by the Texas Education Agency (TEA).

A. CIS-ACE agrees to the following:

1. CIS-ACE agrees to provide management, administrative, logistical, and technical support to the program, as warranted, to ensure the success of the program center service delivery initiatives. The Chief Executive Officer is responsible and accountable for oversight of all CIS-ACE program centers within GPISD.
2. CIS-ACE, under its standards and this agreement, will provide to identified students a program of services which includes: academic enhancement, enrichment and recreational activities, parental and family engagement activities, health, education and social referrals, pre-employment (skills training) and career awareness activities, as well as cultural



enrichment opportunities. CIS-ACE will not fulfill additional duties (administrative, clerical, etc.) that would usually be assigned to school employees.

3. CIS-ACE maintains and retains case files on each assigned student containing all relevant data requisite to the case and the CIS-ACE criteria. Case records will only be released in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Confidentiality of Mental Health Information statutes under Texas Civil Law.
4. The CIS-ACE site coordinators are employees of CIS-ACE while assigned to the program center and are under the direct supervision of CIS-ACE; furthermore, CIS-ACE staff will follow procedures for disciplinary action and grievance outlined in the CIS-ACE personnel policies and consistent with state or federal law.

B. Schools agree to the following:

1. Schools will provide a confidential office or classroom with telephone and internet access exclusively for CIS-ACE staff use, classroom space for staff program operations, a safe and healthy work environment, access to designated classrooms for tutoring, computer labs, gymnasium, cafeteria, healthy snacks, library, playgrounds, restrooms, and adequate after hours access to building facilities and custodial services, as well as, access to copy machines, necessary office furniture, supplies, and other equipment sufficient to facilitate the efficient delivery of CIS-ACE services at schools.
2. Schools will provide to CIS-ACE, subject to parental consent per FERPA, available student data and read and print only access to the district's student data such as, but not limited to, student attendance, student grades, conduct, student personal data, STAAR scores, Free/Reduced lunch eligibility, LEP designation and any other data from school records that will ensure the eligibility and effectiveness of service delivery to students which may be pertinent to CIS-ACE program and TEA reporting requirements.
3. Schools will encourage and promote volunteerism in CIS-ACE programs offered to GPISD students.
4. Schools will adequately publicize the presence of CIS-ACE programs and events by inclusion of CIS-ACE information in school newsletters, social media, marquees, and public announcements as deemed appropriate.
5. The principal will provide CIS-ACE the name of a contact person for CIS-ACE staff to communicate with for approval of programs and activities in their absence, as well as an after-hours emergency contact.
6. Schools will ensure that professional staff of administrators, teachers, counselors, and educational specialists will be encouraged to make appropriate student referrals to CIS-



ACE in order to ensure the effective provision of services to the targeted at-risk student population.

7. Schools will recommend and encourage a minimum of five (5) certified staff teachers to provide their educational expertise and tutoring services to CIS-ACE on a consulting basis.
8. Schools will provide bussing services when necessary to CIS-ACE students participating in the year long after-school and summer program. Bus routes will be jointly determined by GPISD transportation staff and CIS-ACE staff which will be contingent on distance, feasibility, and availability of CIS-ACE funds.
9. Schools will inform CIS-ACE in writing of any relevant school developments, policy changes, or other issues arising within the district or schools that affect the provisions of this agreement or the operations of CIS-ACE at schools.
10. Schools will maintain existing responsibility for addressing and/or referring to appropriate authorities all school-related cases involving suicide threats, violent behavior, child abuse, sexual abuse, harassment, and/or legal custody. The principal will provide the CIS-ACE site coordinator the names and responsibilities of the School Crisis Management Team and update that information as needed.
11. The principal will notify the CIS Chief Executive Officer of any problems or concerns that might arise relevant to the CIS-ACE program as soon as possible.
12. The ISD agrees to support CIS by paying a sum of fifty-four thousand dollars (\$54,000) to CIS for the delivery of services of three (3) CIS-ACE Cycle 11 campus programs. Four (4) equal contributions of thirteen thousand five hundred dollars (\$13,500) will be made to CIS in September, November, February, and May for each year that the Cycle 11 grant is in effect.
13. The ISD will provide adequate space and services for five (5) consecutive weeks of CIS-ACE summer programming.

C. Schools and CIS-ACE mutually agree to:

1. The CIS Chief Executive Officer, the CIS Chief Operating Officer, CIS-ACE Project Director, CIS-ACE site coordinator, the school principal, and the schools' designated staff will proceed in a collaborative effort to ensure the successful operation of the CIS-ACE. Communications between the parties will be ongoing; to include scheduled meetings as needed between the CIS-ACE staff, school principal and/or his or her designee to address programmatic issues. In addition, the CIS-ACE site coordinator may serve as a member of the school's site-based decision-making committee. The school's Campus Improvement Plan (CIP) shall include the CIS-ACE program.



Communities
In Schools

Southeast Harris
and Brazoria County

2. CIS-ACE follows national, state, and local policies as well as ethical standards for service provision under applicable laws. In cases where written GPISD school policies concerning service delivery are more restrictive than CIS-ACE policies, CIS-ACE will follow the written GPISD or school policy concerning student service delivery, except as mutually agreed upon, in writing.
3. CIS-ACE will provide staff and other resources to the schools for the benefit of the students. CIS-ACE will offer a multi-disciplinary team that will serve a manageable number of students. The maximum number will be determined by CIS-ACE grant requirements.
4. CIS-ACE will provide an annual CIS-ACE Center Strategic Plan to the school principal for review, discussion, and approval. This CIS-ACE Center Strategic Plan will provide all parties with an outline of CIS-ACE activities to be undertaken in the upcoming year.
5. Schools and CIS-ACE understand that all CIS-ACE services and funding under this partnership agreement will augment, but not duplicate, existing service resources. The principal agrees to notify CIS-ACE of any duplication of services as soon as possible.
6. The parties agree that the CIS-ACE site coordinator and CIS-ACE staff are not employees of the ISD. The ISD is not responsible for the payment of salaries, benefits, unemployment, worker's compensation, etc. for these individuals. CIS-ACE will be responsible for paying certified teachers and GPISD transportation contingent on the availability of CIS-ACE funds.
7. The terms of this partnership agreement for services will be from August 1, 2021 until July 31, 2026. This partnership agreement is contingent on mutual agreement by Galena Park Independent School District and Communities In Schools of Southeast Harris County.



Galena Park Independent School District

14705 Woodforest Blvd. ✦ Houston, TX 77015 ✦ (832) 386-1205

Sonya George, CPA
Chief Financial Officer
& Deputy Superintendent for Operational Support
sgeorge@galenaparkisd.com

Fax (832) 386-1430

November 20, 2020

Christine McCormick
Federal & State Education Policy
Texas Education Agency 1701 N. Congress Ave.
Austin, TX 78701

Re: TEA 21st CCLC, Cycle 11

Dear Ms. McCormick,

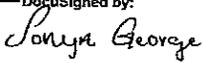
The Superintendent or designee of Galena Park Independent School District (ISD) submits this letter to the Texas Education Agency to demonstrate support for Texas 21st Century Community Learning Centers (CCLC) managed by Communities in Schools of Southeast Harris County (CIS). CIS has provided valuable services to Galena Park ISD students and parents focusing on academic, attendance, behavioral and family needs.

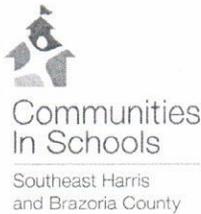
Specific challenges identified in the community needs assessment regarding sustainability include volatility of funding, lack of consistency of volunteer delivered services, and the lack of capacity of programs to meet the need of working parents.

The Superintendent or designee commits to prioritize sustaining after-school programs at Galena Park Elementary, MacArthur Elementary and North Shore Middle Schools. The Galena Park ISD Board of Trustees agrees to coordinate with district leadership and CIS to explore additional funding sources in order to continue high quality out of school time services during and beyond 21st CCLC grant funding. The partnership between Galena Park ISD and CIS has demonstrated the capability in diversifying funding streams to sustain continuous services.

The Superintendent or designee recognizes the value of out-of-school time educational activities to ensure each student reaches their full potential.

Respectfully submitted,

DocuSigned by:

C54712457ADB4D3...
Sonya George, CPA



Partnership Agreement

Texas Afterschool Centers on Education Cycle 11

Communities In Schools of Southeast Harris County and

Pasadena ISD

2021-2026

This partnership agreement between Communities In Schools of Southeast Harris County (CIS) Texas Afterschool Centers on Education (ACE) and Pasadena ISD (PISD) sets out to establish the relationships and responsibilities of all parties in the implementation of Cycle 11 ACE programs at **Young Elementary and South Houston Intermediate.**

It is the intent of both parties to bring the resources of CIS-ACE to facilitate the academic achievement and personal success of students by providing the full range of CIS-ACE services to those students and their families. Specifically, the CIS-ACE grant program will:

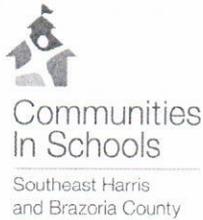
- Create, implement, and manage two (2) CIS-ACE Centers in PISD.
- Provide opportunities for academic enrichment, including providing tutorial services to help children, meet state and local student academic achievement standards in core academic subjects, such as reading, mathematics, and science.
- Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, physical fitness programs and technology education programs that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

It is the intent of both parties to maintain a cooperative, interactive, and supportive relationship between the schools and CIS-ACE for the benefit of the students served.

Communities In Schools of Southeast Harris County and CIS-ACE are both administered by the Texas Education Agency (TEA).

A. CIS-ACE agrees to the following:

1. CIS-ACE agrees to provide management, administrative, logistical, and technical support to the program, as warranted, to ensure the success of the program center service delivery initiatives. The Chief Executive Officer is responsible and accountable for oversight of all CIS-ACE program centers within PISD.
2. CIS-ACE, under its standards and this agreement, will provide to identified students a program of services which includes: academic enhancement, enrichment and recreational activities, parental and family engagement activities, health, education and social referrals, pre-employment (skills training) and career awareness activities, as well as cultural

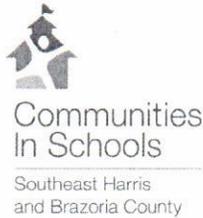


enrichment opportunities. CIS-ACE will not fulfill additional duties (administrative, clerical, etc.) that would usually be assigned to school employees.

3. CIS-ACE maintains and retains case files on each assigned student containing all relevant data requisite to the case and the CIS-ACE criteria. Case records will only be released in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Confidentiality of Mental Health Information statutes under Texas Civil Law.
4. The CIS-ACE site coordinators are employees of CIS-ACE while assigned to the program center and are under the direct supervision of CIS-ACE; furthermore, CIS-ACE staff will follow procedures for disciplinary action and grievance outlined in the CIS-ACE personnel policies and consistent with state or federal law.

B. Schools agree to the following:

1. Schools will provide a confidential office or classroom with telephone and internet access exclusively for CIS-ACE staff use, classroom space for staff program operations, a safe and healthy work environment, access to designated classrooms for tutoring, computer labs, gymnasium, cafeteria, healthy snacks, library, playgrounds, restrooms, and adequate after hours access to building facilities and custodial services, as well as, access to copy machines, necessary office furniture, supplies, and other equipment sufficient to facilitate the efficient delivery of CIS-ACE services at schools.
2. Schools will provide to CIS-ACE, subject to parental consent per FERPA, available student data and read and print only access to the district's student data such as, but not limited to, student attendance, student grades, conduct, student personal data, STAAR scores, Free/Reduced lunch eligibility, LEP designation and any other data from school records that will ensure the eligibility and effectiveness of service delivery to students which may be pertinent to CIS-ACE program and TEA reporting requirements.
3. Schools will encourage and promote volunteerism in CIS-ACE programs offered to PISD students.
4. Schools will adequately publicize the presence of CIS-ACE programs and events by inclusion of CIS-ACE information in school newsletters, social media, marquees, and public announcements as deemed appropriate.
5. The principal will provide CIS-ACE the name of a contact person for CIS-ACE staff to communicate with for approval of programs and activities in their absence, as well as an after-hours emergency contact.
6. Schools will ensure that professional staff of administrators, teachers, counselors, and educational specialists will be encouraged to make appropriate student referrals to CIS-



ACE in order to ensure the effective provision of services to the targeted at-risk student population.

7. Schools will recommend and encourage a minimum of five (5) certified staff teachers to provide their educational expertise and tutoring services to CIS-ACE on a consulting basis.
8. Schools will provide bussing services when necessary to CIS-ACE students participating in the year long after-school and summer program. Bus routes will be jointly determined by PISD transportation staff and CIS-ACE staff which will be contingent on distance, feasibility, and availability of CIS-ACE funds.
9. Schools will inform CIS-ACE in writing of any relevant school developments, policy changes, or other issues arising within the district or schools that affect the provisions of this agreement or the operations of CIS-ACE at schools.
10. Schools will maintain existing responsibility for addressing and/or referring to appropriate authorities all school-related cases involving suicide threats, violent behavior, child abuse, sexual abuse, harassment, and/or legal custody. The principal will provide the CIS-ACE site coordinator the names and responsibilities of the School Crisis Management Team and update that information as needed.
11. The principal will notify the CIS Chief Executive Officer of any problems or concerns that might arise relevant to the CIS-ACE program as soon as possible.
12. The ISD agrees to support CIS by paying a sum of thirty-six thousand dollars (\$36,000) to CIS for the delivery of services of two (2) CIS-ACE Cycle 11 campus programs. Four (4) equal contributions of nine thousand dollars (\$9,000) will be made to CIS in September, November, February, and May for each year that the Cycle 11 grant is in effect.
13. The ISD will provide adequate space and services for five (5) consecutive weeks of CIS-ACE summer programming.

C. Schools and CIS-ACE mutually agree to:

1. The CIS Chief Executive Officer, the CIS Chief Operating Officer, CIS-ACE Project Director, CIS-ACE site coordinator, the school principal, and the schools' designated staff will proceed in a collaborative effort to ensure the successful operation of the CIS-ACE. Communications between the parties will be ongoing; to include scheduled meetings as needed between the CIS-ACE staff, school principal and/or his or her designee to address programmatic issues. In addition, the CIS-ACE site coordinator may serve as a member of the school's site-based decision-making committee. The school's Campus Improvement Plan (CIP) shall include the CIS-ACE program.



Communities
In Schools

Southeast Harris
and Brazoria County

2. CIS-ACE follows national, state, and local policies as well as ethical standards for service provision under applicable laws. In cases where written PISD school policies concerning service delivery are more restrictive than CIS-ACE policies, CIS-ACE will follow the written PISD or school policy concerning student service delivery, except as mutually agreed upon, in writing.
3. CIS-ACE will provide staff and other resources to the schools for the benefit of the students. CIS-ACE will offer a multi-disciplinary team that will serve a manageable number of students. The maximum number will be determined by CIS-ACE grant requirements.
4. CIS-ACE will provide an annual CIS-ACE Center Strategic Plan to the school principal for review, discussion, and approval. This CIS-ACE Center Strategic Plan will provide all parties with an outline of CIS-ACE activities to be undertaken in the upcoming year.
5. Schools and CIS-ACE understand that all CIS-ACE services and funding under this partnership agreement will augment, but not duplicate, existing service resources. The principal agrees to notify CIS-ACE of any duplication of services as soon as possible.
6. The parties agree that the CIS-ACE site coordinator and CIS-ACE staff are not employees of the ISD. The ISD is not responsible for the payment of salaries, benefits, unemployment, worker's compensation, etc. for these individuals. CIS-ACE will be responsible for paying certified teachers and PISD transportation contingent on the availability of CIS-ACE funds.
7. The terms of this partnership agreement for services will be from August 1, 2021 until July 31, 2026. This partnership agreement is contingent on mutual agreement by Pasadena Independent School District and Communities In Schools of Southeast Harris County.



Communities
In Schools

Southeast Harris
and Brazoria County

This partnership agreement of services constitutes the full and total understanding and agreement of PISD, schools and CIS-ACE, and any modifications, amendments or alterations must be agreed to in writing by the PISD Superintendent, the school principals, and the CIS Chief Executive Officer.

For Pasadena ISD

gloria gallegos Dec 18, 2020
gloria gallegos (Dec 18, 2020 12:12 CST)

Gloria Gallegos Date
Superintendent, Pasadena ISD

Valiza Castro Dec 18, 2020
Valiza Castro (Dec 18, 2020 11:41 CST)

Valiza Castro Date
Assistant Principal, Young Elementary

Jsw Dec 18, 2020
Jessica Swensen (Dec 18, 2020 11:50 CST)

Jessica Swensen Date
Principal, South Houston Intermediate

For Communities In Schools ACE

Donna Montes Dec 18, 2020
Donna Montes (Dec 18, 2020 12:02 CST)

Donna Montes Date
Chief Executive Officer
CIS of Southeast Harris County

Pasadena Independent School District

Christine McCormick
Federal & State Education Policy
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

Re: TEA 21st CCLC, Cycle 11

Dear Ms. McCormick,



DeeAnn Powell Ed.D.
Superintendent

The Superintendent of Pasadena Independent School District (ISD) submits this letter to the Texas Education Agency to demonstrate support for Texas 21st Century Community Learning Centers (CCLC) managed by Communities In Schools of Southeast Harris County (CIS). CIS has provided valuable services to Pasadena ISD students and parents focusing on academic, attendance, behavioral and family needs.

Specific challenges identified in the community needs assessment regarding sustainability include volatility of funding, lack of consistency of volunteer delivered services, and the lack of capacity of programs to meet the need of working parents.

The Superintendent commits to prioritize sustaining afterschool programs at Young Elementary and South Houston Intermediate School. The Pasadena ISD Superintendent agrees to coordinate with district leadership and CIS to explore additional funding sources in order to continue high quality out of school time services during and beyond 21st CCLC grant funding. The partnership between Pasadena ISD and CIS has demonstrated the capability in diversifying funding streams to sustain continuous services.

The Superintendent recognizes the value of out-of-school time educational activities to ensure each student reaches their full potential.

Best Regards

A handwritten signature in black ink that reads "DeeAnn Powell". The signature is written in a cursive style with a large, prominent 'D' and 'P'.

Dr. DeeAnn Powell
Pasadena ISD, Superintendent



Communities
In Schools

Southeast Harris
and Brazoria County

Partnership Agreement
Texas Afterschool Centers on Education Cycle 11
Communities In Schools of Southeast Harris County and
Pearland ISD
2021-2026

This partnership agreement between Communities In Schools of Southeast Harris County (CIS) Texas Afterschool Centers on Education (ACE) and Pearland ISD (PISD) sets out to establish the relationships and responsibilities of all parties in the implementation of Cycle 11 ACE programs at **Magnolia Elementary**.

It is the intent of both parties to bring the resources of CIS-ACE to facilitate the academic achievement and personal success of students by providing the full range of CIS-ACE services to those students and their families. Specifically, the CIS-ACE grant program will:

- Create, implement, and manage one (1) CIS-ACE Centers in PISD.
- Provide opportunities for academic enrichment, including providing tutorial services to help children, meet state and local student academic achievement standards in core academic subjects, such as reading, mathematics, and science.
- Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, physical fitness programs and technology education programs that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

It is the intent of both parties to maintain a cooperative, interactive, and supportive relationship between the schools and CIS-ACE for the benefit of the students served.

Communities In Schools of Southeast Harris County and CIS-ACE are both administered by the Texas Education Agency (TEA).

A. CIS-ACE agrees to the following:

1. CIS-ACE agrees to provide management, administrative, logistical, and technical support to the program, as warranted, to ensure the success of the program center service delivery initiatives. The Chief Executive Officer is responsible and accountable for oversight of all CIS-ACE program centers within PISD.
2. CIS-ACE, under its standards and this agreement, will provide to identified students a program of services which includes: academic enhancement, enrichment and recreational activities, parental and family engagement activities, health, education and social referrals, pre-employment (skills training) and career awareness activities, as well as cultural



ACE in order to ensure the effective provision of services to the targeted at-risk student population.

7. Schools will recommend and encourage a minimum of five (5) certified staff teachers to provide their educational expertise and tutoring services to CIS-ACE on a consulting basis.
8. Schools will provide bussing services when necessary to CIS-ACE students participating in the year long after-school and summer program. Bus routes will be jointly determined by PISD transportation staff and CIS-ACE staff which will be contingent on distance, feasibility, and availability of CIS-ACE funds.
9. Schools will inform CIS-ACE in writing of any relevant school developments, policy changes, or other issues arising within the district or schools that affect the provisions of this agreement or the operations of CIS-ACE at schools.
10. Schools will maintain existing responsibility for addressing and/or referring to appropriate authorities all school-related cases involving suicide threats, violent behavior, child abuse, sexual abuse, harassment, and/or legal custody. The principal will provide the CIS-ACE site coordinator the names and responsibilities of the School Crisis Management Team and update that information as needed.
11. The principal will notify the CIS Chief Executive Officer of any problems or concerns that might arise relevant to the CIS-ACE program as soon as possible.
12. The ISD agrees to support CIS by paying a sum of eighteen thousand dollars (\$18,000) to CIS for the delivery of services of one (1) CIS-ACE Cycle 11 campus programs. Four (4) equal contributions of four thousand five hundred dollars (\$4,500) will be made to CIS in September, November, February, and May for each year that the Cycle 11 grant is in effect.
13. The ISD will provide adequate space and services for five (5) consecutive weeks of CIS-ACE summer programming.

C. Schools and CIS-ACE mutually agree to:

1. The CIS Chief Executive Officer, the CIS Chief Operating Officer, CIS-ACE Project Director, CIS-ACE site coordinator, the school principal, and the schools' designated staff will proceed in a collaborative effort to ensure the successful operation of the CIS-ACE. Communications between the parties will be ongoing; to include scheduled meetings as needed between the CIS-ACE staff, school principal and/or his or her designee to address programmatic issues. In addition, the CIS-ACE site coordinator may serve as a member of the school's site-based decision-making committee. The school's Campus Improvement Plan (CIP) shall include the CIS-ACE program.

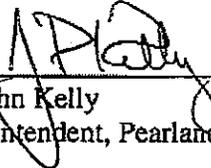


Communities
In Schools

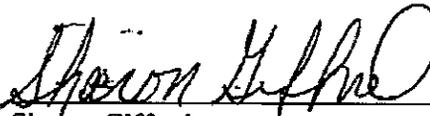
Southeast Harris
and Brazoria County

This partnership agreement of services constitutes the full and total understanding and agreement of PISD, schools and CIS-ACE, and any modifications, amendments or alterations must be agreed to in writing by the PISD Superintendent, the school principals, and the CIS Chief Executive Officer.

For Pearland ISD

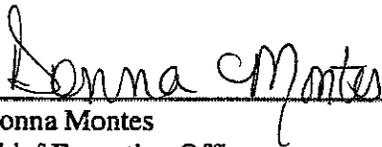


Dr. John Kelly Date
Superintendent, Pearland ISD

 11/20/20

Sharon Gifford Date
Principal, Magnolia Elementary

For Communities In Schools ACE

 12/17/2020

Donna Montes Date
Chief Executive Officer
CIS of Southeast Harris County



Communities
In Schools

Southeast Harris
and Brazoria County

Partnership Agreement
Texas Afterschool Centers on Education Cycle 11
Communities In Schools of Southeast Harris County and
Pearland ISD
2021-2026

This partnership agreement between Communities In Schools of Southeast Harris County (CIS) Texas Afterschool Centers on Education (ACE) and Pearland ISD (PISD) sets out to establish the relationships and responsibilities of all parties in the implementation of Cycle 11 ACE programs at **Carleston Elementary**.

It is the intent of both parties to bring the resources of CIS-ACE to facilitate the academic achievement and personal success of students by providing the full range of CIS-ACE services to those students and their families. Specifically, the CIS-ACE grant program will:

- Create, implement, and manage one (1) CIS-ACE Centers in PISD.
- Provide opportunities for academic enrichment, including providing tutorial services to help children, meet state and local student academic achievement standards in core academic subjects, such as reading, mathematics, and science.
- Offer students a broad array of additional services, programs and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, physical fitness programs and technology education programs that are designed to reinforce and complement the regular academic program of participating students.
- Offer families of students served by community learning centers opportunities for literacy and related educational development.

It is the intent of both parties to maintain a cooperative, interactive, and supportive relationship between the schools and CIS-ACE for the benefit of the students served.

Communities In Schools of Southeast Harris County and CIS-ACE are both administered by the Texas Education Agency (TEA).

A. CIS-ACE agrees to the following:

1. CIS-ACE agrees to provide management, administrative, logistical, and technical support to the program, as warranted, to ensure the success of the program center service delivery initiatives. The Chief Executive Officer is responsible and accountable for oversight of all CIS-ACE program centers within PISD.
2. CIS-ACE, under its standards and this agreement, will provide to identified students a program of services which includes: academic enhancement, enrichment and recreational activities, parental and family engagement activities, health, education and social referrals, pre-employment (skills training) and career awareness activities, as well as cultural



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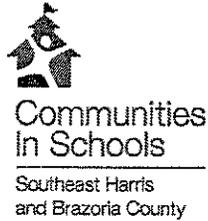
Southeast Harris
and Brazoria County

enrichment opportunities. CIS-ACE will not fulfill additional duties (administrative, clerical, etc.) that would usually be assigned to school employees.

3. CIS-ACE maintains and retains case files on each assigned student containing all relevant data requisite to the case and the CIS-ACE criteria. Case records will only be released in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Confidentiality of Mental Health Information statutes under Texas Civil Law.
4. The CIS-ACE site coordinators are employees of CIS-ACE while assigned to the program center and are under the direct supervision of CIS-ACE; furthermore, CIS-ACE staff will follow procedures for disciplinary action and grievance outlined in the CIS-ACE personnel policies and consistent with state or federal law.

B. Schools agree to the following:

1. Schools will provide a confidential office or classroom with telephone and internet access exclusively for CIS-ACE staff use, classroom space for staff program operations, a safe and healthy work environment, access to designated classrooms for tutoring, computer labs, gymnasium, cafeteria, healthy snacks, library, playgrounds, restrooms, and adequate after hours access to building facilities and custodial services, as well as, access to copy machines, necessary office furniture, supplies, and other equipment sufficient to facilitate the efficient delivery of CIS-ACE services at schools.
2. Schools will provide to CIS-ACE, subject to parental consent per FERPA, available student data and read and print only access to the district's student data such as, but not limited to, student attendance, student grades, conduct, student personal data, STAAR scores, Free/Reduced lunch eligibility, LEP designation and any other data from school records that will ensure the eligibility and effectiveness of service delivery to students which may be pertinent to CIS-ACE program and TEA reporting requirements.
3. Schools will encourage and promote volunteerism in CIS-ACE programs offered to PISD students.
4. Schools will adequately publicize the presence of CIS-ACE programs and events by inclusion of CIS-ACE information in school newsletters, social media, marquees, and public announcements as deemed appropriate.
5. The principal will provide CIS-ACE the name of a contact person for CIS-ACE staff to communicate with for approval of programs and activities in their absence, as well as an after-hours emergency contact.
6. Schools will ensure that professional staff of administrators, teachers, counselors, and educational specialists will be encouraged to make appropriate student referrals to CIS-



ACE in order to ensure the effective provision of services to the targeted at-risk student population.

7. Schools will recommend and encourage a minimum of five (5) certified staff teachers to provide their educational expertise and tutoring services to CIS-ACE on a consulting basis.
8. Schools will provide bussing services when necessary to CIS-ACE students participating in the year long after-school and summer program. Bus routes will be jointly determined by PISD transportation staff and CIS-ACE staff which will be contingent on distance, feasibility, and availability of CIS-ACE funds.
9. Schools will inform CIS-ACE in writing of any relevant school developments, policy changes, or other issues arising within the district or schools that affect the provisions of this agreement or the operations of CIS-ACE at schools.
10. Schools will maintain existing responsibility for addressing and/or referring to appropriate authorities all school-related cases involving suicide threats, violent behavior, child abuse, sexual abuse, harassment, and/or legal custody. The principal will provide the CIS-ACE site coordinator the names and responsibilities of the School Crisis Management Team and update that information as needed.
11. The principal will notify the CIS Chief Executive Officer of any problems or concerns that might arise relevant to the CIS-ACE program as soon as possible.
12. The ISD agrees to support CIS by paying a sum of eighteen thousand dollars (\$18,000) to CIS for the delivery of services of one (1) CIS-ACE Cycle 11 campus programs. Four (4) equal contributions of four thousand five hundred dollars (\$4,500) will be made to CIS in September, November, February, and May for each year that the Cycle 11 grant is in effect.
13. The ISD will provide adequate space and services for five (5) consecutive weeks of CIS-ACE summer programming.

C. Schools and CIS-ACE mutually agree to:

1. The CIS Chief Executive Officer, the CIS Chief Operating Officer, CIS-ACE Project Director, CIS-ACE site coordinator, the school principal, and the schools' designated staff will proceed in a collaborative effort to ensure the successful operation of the CIS-ACE. Communications between the parties will be ongoing; to include scheduled meetings as needed between the CIS-ACE staff, school principal and/or his or her designee to address programmatic issues. In addition, the CIS-ACE site coordinator may serve as a member of the school's site-based decision-making committee. The school's Campus Improvement Plan (CIP) shall include the CIS-ACE program.



Communities
In Schools

Southeast Harris
and Brazoria County

2. CIS-ACE follows national, state, and local policies as well as ethical standards for service provision under applicable laws. In cases where written PISD school policies concerning service delivery are more restrictive than CIS-ACE policies, CIS-ACE will follow the written PISD or school policy concerning student service delivery, except as mutually agreed upon, in writing.
3. CIS-ACE will provide staff and other resources to the schools for the benefit of the students. CIS-ACE will offer a multi-disciplinary team that will serve a manageable number of students. The maximum number will be determined by CIS-ACE grant requirements.
4. CIS-ACE will provide an annual CIS-ACE Center Strategic Plan to the school principal for review, discussion, and approval. This CIS-ACE Center Strategic Plan will provide all parties with an outline of CIS-ACE activities to be undertaken in the upcoming year.
5. Schools and CIS-ACE understand that all CIS-ACE services and funding under this partnership agreement will augment, but not duplicate, existing service resources. The principal agrees to notify CIS-ACE of any duplication of services as soon as possible.
6. The parties agree that the CIS-ACE site coordinator and CIS-ACE staff are not employees of the ISD. The ISD is not responsible for the payment of salaries, benefits, unemployment, worker's compensation, etc. for these individuals. CIS-ACE will be responsible for paying certified teachers and PISD transportation contingent on the availability of CIS-ACE funds.
7. The terms of this partnership agreement for services will be from August 1, 2021 until July 31, 2026. This partnership agreement is contingent on mutual agreement by Pearland Independent School District and Communities In Schools of Southeast Harris County.

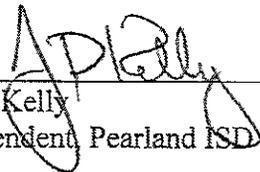


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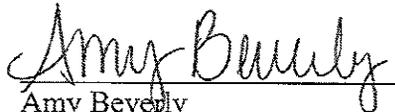
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This partnership agreement of services constitutes the full and total understanding and agreement of PISD, schools and CIS-ACE, and any modifications, amendments or alterations must be agreed to in writing by the PISD Superintendent, the school principals, and the CIS Chief Executive Officer.

For Pearland ISD

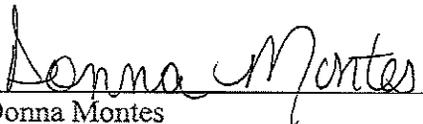


Dr. John Kelly Date
Superintendent, Pearland ISD



Amy Beverly Date
Principal, Carlestone Elementary

For Communities In Schools ACE



Donna Montes Date
Chief Executive Officer
CIS of Southeast Harris County



Christine McCormick
Federal & State Education Policy
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701

Re: TEA 21st CCLC, Cycle 11

Dear Ms. McCormick,

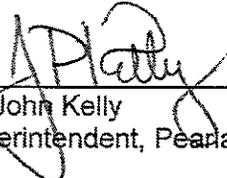
The Superintendent of Pearland Independent School District (ISD) submits this letter to the Texas Education Agency to demonstrate support for Texas 21st Century Community Learning Centers (CCLC) managed by Communities In Schools of Southeast Harris County (CIS). CIS has provided valuable services to Pearland ISD students and parents focusing on academic, attendance, behavioral and family needs.

Specific challenges identified in the community needs assessment regarding sustainability include volatility of funding, lack of consistency of volunteer delivered services, and the lack of capacity of programs to meet the need of working parents.

The Superintendent commits to prioritize sustaining afterschool programs at Carlestone Elementary and Magnolia Elementary. The Pearland ISD Superintendent agrees to coordinate with district leadership and CIS to explore additional funding sources in order to continue high quality out of school time services during and beyond 21st CCLC grant funding. The partnership between Pearland ISD and CIS has demonstrated the capability in diversifying funding streams to sustain continuous services.

The Superintendent recognizes the value of out-of-school time educational activities to ensure each student reaches their full potential.

Best Regards,



Dr. John Kelly
Superintendent, Pearland ISD