



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 21, 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 07/01/2021 to 07/31/2022 Pre-award costs: ARE NOT permitted for this grant

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

Amendment Number

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

1. Applicant Information

Name of organization Spring Independent School District
Campus name see attachment 1 CDN 101919 Vendor ID 174002339 ESC 4 DUNS 060716685
Address 16717 Ella Boulevard City Houston ZIP 77090 Phone 281-891-6000
Primary Contact Lupita Hinojosa Email lhinoj1@springisd.org Phone 281-891-6180
Secondary Contact Jennifer Cobb Email jcobb@springisd.org Phone 281-891-6387

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):

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

Authorized Official Name Rodney Watson Title Sup. of Schs. Email rwatson@springisd.org

Phone 281-891-6025 Signature [Signature] Date 1/21/21

Grant Writer Name Carla Jones Taylor Signature [Signature] Date 1/21/21

[X] 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
In 2018-19, of the students who participated in STAAR reading exams across the 10 Spring ISD campuses included in this proposal, 57% met the Approaches Grade Level standard, compared to 63% across all Spring ISD schools and 75% across the state.	The after-school program afforded through the 21st CCLC grant will provide students with a reading tutorial program, offering both remediation and enrichment, which will go beyond the curriculum provided during the school day. The tutorial program will assist struggling students by helping them reach and exceed grade-level standards through its emphasis on fluency and vocabulary.
In 2018-19, 59% of students across the 10 proposed 21st CCLC campuses met the Approaches Grade Level standard in mathematics, compared to 70% across all Spring ISD campuses and 82% across the state.	The after-school math tutorial program will similarly provide both remediation and enrichment opportunities to students, beyond the curriculum provided during the school day. By focusing on numeracy and abstract mathematical concepts, the program will help students meet and exceed grade-level standards.
The ten proposed campuses have a combined disciplinary rate that is higher than the district, overall. Specifically, the rate of disciplinary incidents districtwide in 2019-20 was 28.9%, compared to 33.3% across the ten proposed 21st CCLC campuses.	The program will provide opportunities for SEL skills development by embedding SEL competencies in all scholars’ academic and enrichment courses. This practice will decrease the rate of disciplinary incidents. Students and parents will have the opportunity to build their SEL skills during family workshops, thereby advancing educational equity by building authentic school and family relationships.

**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.

Spring ISD will fully develop programming for ten 21st CCLC sites that considers the needs of the community and students served by the site. The 21st Century Program will allow students opportunities for increased instructional time, growth in extracurricular areas of interest, and increased social-emotional skills. After-school tutorials will provide remediation and enrichment for students in reading and mathematics. Tutoring will focus on clarification and enhancement of Spring ISD’s scope and sequence. The impact of this instructional programming will show a 5% improvement at the Approaches Level for participating students in reading and mathematics, respectively, on the STAAR reading and mathematics exams, compared to the overall campus percentage. Further, resulting from the SEL skills training, a 5% reduction in disciplinary incidents is expected among students at the ten campuses.

**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**

Spring ISD’s first-quarter benchmarks are to: establish an MOU with partnering agencies, establish an external, independent evaluator, hire campus support staff, establish the upcoming year’s budget for the 21st CCLC program, recruit students and volunteers, develop and implement program advertising, set baseline expectations with campus leaders and staff, establish measurement baselines, purchase after-school curriculum materials, and train applicable teachers and personnel.

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

For the second quarter, Spring ISD will complete student and volunteer recruitment; institute monthly monitoring of program implementation, tracking budget, attendance, and movement from baseline (all of which will be included in the 21st CCLC team's key performance indicators); and establish scope with the external evaluator.

**Third-Quarter Benchmark**

For the third quarter, Spring ISD will: complete its collection of measurable data and provide these data to the external evaluator; conduct parent feedback surveys to guide programming for upcoming next year; establish new partnerships while continuing existing, effective partnerships; advertise and recruit new students and volunteers for the new year; and establish a budget for the new year and revise accordingly.

**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.

Spring ISD has assembled a grant-planning team, consisting of the following team members: the Grant Manager, the Executive Director of School Improvement, the Assistant Superintendent of Research and Student Success Measures, the Coordinator of Research and Program Evaluation, the Chief of Academics, the Assistant Superintendent of Schools, the principals of the proposed 21st CCLC sites, and an independent, external program evaluator. Furthermore, 21st CCLC site coordinators will meet monthly to ensure timely progress on each of the benchmarks outlined above. If the team determines that progress on any of the indicators is insufficient, they will have representation from all involved parties, ensuring the grant's success. Spring ISD will develop a continuing grant-monitoring process to include monthly progress reports related to grant implementation and financial spending. As part of the monitoring process, the measures will be included in the Superintendent's Key Performance Indicators (KPIs). These monthly reports will be reviewed by the Superintendent of Schools and the Cabinet, thereby enabling oversight from senior leadership. Through this process, any delays in grant implementation will be quickly mitigated.

The external, independent project evaluator, will use qualitative and quantitative data methods and analysis to gather and analyze data, assisting the 21st CCLC team in making informed decisions on program efficacy, and guiding progress measurement and program adjustment. During the project period, the team will consider data from test scores, attendance, disciplinary incidents and referrals, and participant feedback, as well as student voice and choice instruments and school leader recommendations. The external project evaluator will assist the Project Director in completing all reports as required by TEA.

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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.

The needs assessment process in Spring ISD began with collecting student performance data on state-mandated assessments (STAAR reading and math, STAAR EOC) across the ten proposed campuses. Additional data considered include: campus discipline reports, TAPR reports, Spring ISD's District Improvement Plan, Spring ISD's Strategic Plan, the Texas Department of Housing and Community Affairs' community needs assessment, and community stakeholder feedback. After collecting and analyzing the data, the 21st CCLC team, along with the district's Department of Research and Student Success Measures, identified trends, commonalities, strengths, and potential areas for growth. Through this analysis, the district was able to identify the ten proposed campuses for this grant application. Once the ten campuses were selected, a second needs assessment process began by reviewing campus improvement plans, campus-level student performance measures, the previous year's evaluation results, campus characteristics, and the services currently offered on each campus. Through these data, the 21st CCLC team was able to identify campus-level needs and gaps. Stakeholder feedback was gathered through discussions and survey results, collected from parents, diverse community members, business owners, community non-profits, and the external evaluator.

To determine the students "most in need" at each campus, each center participated in ongoing data analyses of students' performance on district-level assessments (BOY, MOY, and EOY), campus-level formative assessments, interim assessments, benchmark exams, checkpoints, student progress reports, and report card grades, which were all tracked and analyzed monthly. The overall percentage of economically disadvantaged students for the ten proposed campuses is 70% or higher, making students at these campuses those "most in need." Further, among the ten proposed campuses, approximately 50% of the campus populations are also considered at-risk for not graduating. Priority will also be given to Tier II and III students on either the academic or behavioral RTI that reach this determination based on the needs assessment process, described above. As a result, Spring ISD anticipates that approximately 100 students from each campus will be served by the 21st CCLC program during the fall and spring semesters and 75 students from each campus will be served by the program during the summer semester, with many more qualifying who will not be served.

The center's plan for continuously recruiting students started with identifying the students "most in need" during the summer. Each year, Spring ISD's Research Departments sends Students At Risk files to each campus. The files contain students' prior performance on state-mandated assessments (STAAR, TELPAS, MAP, TPRI/Tejas Lee), promotion and retention statuses, attendance rates, disciplinary actions, LEP, and special education status. Additionally, qualitative data is collected from classroom teachers, school counselors, at-risk counselors, campus administrators, and parents. Site coordinators examine all of the aforementioned data to continually recruit students most in need of SEL support. By providing a safe and nurturing after-school environment for scholars to receive free academic tutorial services, homework support, and development of social and emotional skills, Spring ISD hopes to address the needs of working families.

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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.

The 21st Century program will allow students the opportunity for increased instructional time, opportunities to grow in extracurricular areas of interest, and increased social-emotional skills. After-school tutorials will provide remediation and enrichment in reading and mathematics. Tutoring will focus on clarification and enhancement of Spring ISD's scope and sequence. Further, online, interactive tutorial programs will be purchased for 21st CCLC participants to enable students to strengthen reading and numeracy using a more blended approach. The district will also employ an online tool to ensure consistency for any students who may be learning remotely, due to the COVID-19 pandemic. Among 21st CCLC participants, Spring ISD expects to see a 5% improvement in the percentage of students meeting the Approaches Grade Level standard in reading and mathematics on the STAAR exams, compared to overall campus percentages.

Partnerships, such as those proposed with the Alley Theatre and Comp-U-Dot, will allow students opportunities to experience extracurricular activities that they might not otherwise be exposed to. Programming, such as with theater and computer technology, will allow students to explore areas of interest at younger ages, providing seeds of interest that can grow as students matriculate through middle and high school. Spring ISD commits to providing after-school extracurricular activities that meet the needs requested by the community, while also allowing organizations within the community to partner with the district to strengthen school/district ties that connect students with the community in a more meaningful way.

Spring ISD, in partnership with program managers from partner organizations, will ensure that SEL is an area of emphasis throughout the year. The district has committed to expanding its Mental Health Department to include a Coordinator of Social Emotional Learning (General Funded). This coordinator will work closely with the 21st CCLC team (both at the district and campus levels) to ensure that lessons and activities provided at the schools have an additional enrichment component in the after-school program. Participation in these programs will be measured through program attendance records. Participant satisfaction and feedback will be gathered annually through a parent survey. The goal of Spring ISD is to have 90% overall satisfaction with the offered programs. The survey will also provide an opportunity to collect feedback with respect to future programs participants would like to see offered. One emphasis of SEL is in the reduction of disciplinary incidents, achieved by teaching students how to control negative emotions or reactions. The goal of these SEL strategies is to see a 5% decrease in disciplinary incidents, from year to year, among 21st CCLC participants, compared to the overall campus rate.

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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.

The proposed program activities will provide students with culturally relevant, highly engaging experiences that help students meet state and local standards in reading and math, site-based learning labs, hands-on computer technology experiences, remote-learning instructional kits, online curricular programming, and site-based differentiated instruction. Additional program activities will include homework assistance, tutorial classes in reading and mathematics, and academic enrichment courses that align with the TEKS and lesson objectives taught during the day. Further, by providing students with data-driven, differentiated academic support, delivered by highly-qualified, certified teachers and vendors with a proven record of accomplishment, the program will foster a sense of engagement and autonomy among students, which will ultimately lead to increased performance on academic outcomes.

To facilitate students' successes holistically, the program will provide the following: youth development activities, counseling services, social-emotional skill development, services for special education students, support for students with discipline and attendance challenges, service learning, language skills development for English learners, college and career awareness experiences, computer technology courses, career and technical education classes, field learning experiences, physical fitness and wellness opportunities, and nutritional education. Additionally, parents will have the opportunity to attend literacy, academic assistance, and parenting activities to equip and empower them to become advocates and active partners in their child's education.

Collaborative planning, shared professional development, ongoing communication and frequent program monitoring are the practices Spring ISD intends to implement to ensure coordination between center-level programs and the curriculum taught during the regular school day. Through this collaboration, the 21st CCLC will address student needs and integrate program activities with the school's curricular program. Specifically, site coordinators and the campus leadership teams will disaggregate data and create Campus Improvement Plans during the summer months. This process should ensure that student needs are identified and that the 21st CCLC's recruitment plans are well informed. Furthermore, the 21st CCLC team will receive administrative and instructional training at the district level. In addition, the site coordinators will be trained alongside the teachers at their campuses. These professional practices will aid in the establishment of a culture of shared accountability and connectedness. To maintain ongoing communication, the site coordinators will be required to attend grade-level professional learning community meetings in reading and math, in which teachers and academic specialists discuss student academic performance on assessments, classroom assignments, and work samples. Adjustments to the scope and sequence or campus curriculum map will be made, as necessary. The aforementioned practices support a tight alignment with the regular school day and the 21st CCLC program.

Activity oversight for Spring ISD's 21st CCLC program will start with reviewing lesson plans for high-yield instructional strategies and providing feedback to teachers and vendors, as needed, before students endeavor in the activity. Next, observational data, collected from the site coordinators, program director, campus principals, external evaluator, student survey responses, and class attendance data will be analyzed to ensure activities are engaging for students.

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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

The planned partnership between Spring ISD's 21st CCLC program and the Alley Theater aims to provide students and parents with student-produced literacy videos in English and Spanish that are accessible at any time, allowing students and parents to practice rhyming, alliteration, and other literary elements when it is most convenient for them. Additionally, students will get authentic, hands-on production experiences while developing their articulation and enunciation skills. This partnership will contribute to our early literacy goals and equip parents with the skills to actively engage in their child's reading development. This opportunity will also provide students with skills that are not currently taught at their campuses since none of the campuses have a production studio.

An additional partnership with Lone Star Community College (LSC) will allow students to explore career and post-secondary opportunities as part of the enrichment activities offered to students. Spring ISD and LSC have an existing, well-established partnership through the Spring Early College Academy, which is housed on the Lone Star North Harris Campus. In addition, Spring ISD and LSC will be launching a P-TECH program at Dekaney High School for the 2021-22 school year. The partnership with the 21st CCLC program will allow middle-school students to be exposed to career and technology pathways that are offered at the high-school level, through the partnership with LSC and Spring ISD. Activities will also allow for an after-school expansion of the Career Explorations class, currently offered to eighth-grade students.

A final secured partnership is with Comp-U-Dot. Through the development process associated with the aforementioned P-TECH program, Spring ISD has noted a great interest in computers, computer technology, and gaming among its students. The Early Adopters program, offered by Comp-U-Dot, provides "an in-depth exploration of cutting-edge technologies for upper elementary students (Grades 3-5)." At the middle-school level, "the Comp-U-Dot STEAM Team Program is a project-based enrichment program that helps students explore how technology is connected to all STEAM careers and sectors." This partnership will allow the district to stir the interest of students at an earlier age that will then help support the efforts occurring at the high-school level with P-TECH and the partnership with LSC.

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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.

The program will apply best practices and implement them during daily operations. All sites will implement Spring ISD's Spring Way Systems and Routines, which are derived from Doug Lemov's Teach Like a Champion 2.0. The instructional techniques to be implemented include the following: Threshold, Strong Start, Do Now, Exit Ticket, What to Do, Cold Call, and No Opt Out. Implementing these instructional strategies with fidelity will yield academic growth for all scholars and provide continuity between the Spring ISD regular school day and the 21st CCLC after-school program. Additionally, students will be able to demonstrate their learning through project based learning (PBL) products.

Tutorial and enrichment programs will utilize the district's scope and sequence to ensure alignment and highlight deficient areas. Enrichment practices will utilize another research practice by focusing on experiential learning. Students will be able to apply theory and academic content to real-world experiences through experiential learning that can be course focused, community focused, and work focused. Research has demonstrated that students of all ages learn better during initiatives that involve the application of concepts in practice, in order to solve real world problems, actively make decisions, and reflect on the outcomes or consequences of their learning actions and decisions. Further, the partnerships with LSC and Comp-U-Dot will complement and expand the course offerings for middle school students, especially given the required career explorations course. The exposure to college and career experiences will allow for a broader infiltration of sporadic exposure now occurring in elementary schools. Spring ISD believes this will foster conversations about college and career, at the elementary level, that are more meaningful and are experienced through the programs offered in the 21st CCLC program. Finally, to promote positive youth development the program will embed social-emotional skill development in all courses and activities. In addition, the program will provide opportunities for student leadership, and will acknowledge and further develop youth assets.

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.

The vast majority of after-school participants use Spring ISD's bus transportation to go to and from school. Students who qualify for bus service during the regular school day also qualify for bus services after school. Students who reside at least one mile from their campuses are eligible to receive bus service. In addition, students who would be subject to hazardous conditions by walking to or from school (crossing train tracks, crossing a freeway, crossing a roadway with four or more lanes, etc.) are also eligible to receive bus transportation services. Attendance will be taken as students enter the bus. A 21st CCLC staff member will sign the attendance roster and give it to the site coordinator to be filed.

Students who do not qualify for bus services will use other forms of transportation to go home. Middle school students who walk to and from school are currently escorted to the perimeter of the school grounds and released to walk home. Elementary school students who walk to and from school are currently required to meet an adult at the exit. The adult must provide a four-digit pin number before the student may be released to them. Car-riders are currently escorted to their vehicle by an after-school staff member. Parents are required sign their child out prior to the student entering the vehicle. Students will be released only to adults who are listed on the program application with valid identification or the secure four-digit personal identification number created by the parent/guardian. Students who ride daycare busses will be checked off the daycare roster as they enter the daycare vehicle. For any court orders that limit the rights of one parent in matters such as custody or visitation, a copy of the order must be on file with the school office.

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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.

Community learning center information will be disseminated through a myriad of platforms and methods. They are as follows:

- 21st CCLC information posted on the Spring ISD website;
- 21st CCLC information posted on campus websites;
- 21st CCLC information posted in Spring ISD Now so that all SISD employees are aware of the program;
- 21st CCLC marketed through fliers posted on twitter, Facebook, and Remind 101 app;
- Announcements made at district- and school-level events, to communicate the benefits and purpose of the program to parents and the community;
- Advertisements and brochures for the program in English and Spanish, placed at apartment complexes, local business, and churches;
- Advertisements for the program, posted on schools' marquees in both English and Spanish;
- Advertisements for the program placed in each campus's SMORES Newsletter;
- Advertisements for the program through Blackboard call outs;
- The inclusion of a link to Spring ISD's student-registration form to identify interested students and families;
- Attaching program information to campus registration packets;
- Making phone calls to parents of targeted and eligible students;
- Posting program activities in the virtual Parent Resource Center; and
- Delivering brochures and registration forms (English and Spanish) to families during daily food pick up where applicable.

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.

The 21st program will coordinate with the Title I program to provide transportation for program participants. Further, the district will coordinate with the multilingual department to ensure program lesson plans and activities embed the ELPS and leverage Title III funds to hire more bilingual tutors to maintain a small teacher to student ratio. Currently, the English learner population makes up 28% of the district's population. The district will also work with the Special Education Department, currently serving 9.6% of the district population, to ensure that students receive all of the services and materials needed during the after-school program, as outlined in their IEPs. Historically, both populations have underperformed the state, with 37% of SpEd students and 63% of EL students reaching Approaches GL for all subjects, compared to 78% at the state level. Finally, Spring ISD's 21st program will coordinate with Child Nutrition to leverage grant funding so that students will have a hot meal for dinner. These underperforming populations will be a focus of recruitment into the program, along with RTI tier and at-risk statuses.

The 21st program will integrate with other TEA initiatives to improve student outcomes in reading and mathematics, such as with the Texas Equity Plans-Educator Initiative. Spring ISD's 21st program practices will also align with TEA's District Initiative, Districts of Innovation, through Spring ISD's School Redesign initiative. The 21st program will work in collaboration with the SAF Grant recipients at Bammel ES, Bammel MS, Eickenroht ES, and Major ES to implement an innovative redesign model of school improvement. Additionally, the 21st CCLC program will coordinate with ADSY grant recipients, Clark Primary and Clark Intermediate ES. These campuses will have an extended school year with 210 instructional days. As a result, students, staff, and the community will reap the benefits of ADSY implementation priorities. The 21st CCLC, SAF, and ADSY programs, all seek to increase students' academic outcomes in reading and mathematics equitably and develop social-emotional skills.

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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.

To sustain the program, Spring ISD will implement the Inverted Approach to Financing & Funding After-school Programs. This approach requires the 21st CCLC team to define resource requirements by evaluating a number of questions, such as which resources are truly necessary to produce and sustain results, can the resource needs be justified to funders and other stakeholders, which resources are already available, etc. Next, the district will implement management strategies to optimize cost. This will include the following: converting fixed costs to variable costs, changing policies for expense line items, changing suppliers or ordering patterns, streamlining operations, obtaining in-kind support, collaborating for cost sharing, outsourcing (or in-source) functions/activities, re-designing the organization or components, and deferring or eliminating discretionary costs. Moreover, established partnerships will continue beyond the grant's timeline, identifying alternate sources of funding and sustainability to ensure that grant efforts are continued and sustained.

Spring ISD's sustainability work is predicated on the third and final component of the inverted approach to financing and funding after-school programs, Develop and Diversify Revenue Sources. To garner financial support for the continuation of the district's after-school program, Spring ISD will request support from the following financial sources: grants, public giving, government funding, service fees, and ticketed events. Additionally, all supplies and materials provided by this grant will be donated to the 21st CCLC sites to assist in local sustainability efforts.

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)

The 21st CCLC Program in Spring ISD will recruit volunteers to assist with supporting the ongoing success of programming. The district will also capitalize on its Family and Community Engagement departments to recruit existing and potential volunteers. Volunteers will be recruited through a variety of methods, including but not limited to: community recruitment events, networking, canvassing, inter-agency events, corporate solicitation, and through local colleges and universities. Volunteers will be invited to view the program design, see the impact of their engagement, and connect to the community, through their participation in the district's 21st CCLC program, which has a proven track record of success among participating students and families. Volunteers will be required to complete a short survey to help ensure successful placement in locations and roles that best align with their strengths and goals. The 21st CCLC program will follow the Spring ISD volunteer policy and screening process. This process requires potential volunteers to complete the online VIPS application, including a consent to perform a criminal background check. The applicants then receive email notifications once background checks are complete. Individuals who clear the background check may begin volunteering once they receive approval. An individual who does not clear the background check will receive an email asking him/her to contact the Spring ISD Police Department. Applicants may appeal non-clearance results through the Spring ISD appeals process.

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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.

To recruit 21st CCLC participants, Spring ISD will use campus data from the TAPR report, CIP, and dashboards to recruit targeted student groups and dual- and triple-coded student groups to provide equitable access to program benefits. Further, the 21st CCLC team will participate in district- and campus-level events to communicate the purpose and benefits of participation in the program. Events include the following: Back to School Expo, Open House, Meet the Teacher, grade-level orientation nights, curriculum nights (literacy and math), and summer online recruitment. Additionally, to pique interest among students, the 21st CCLC team will provide vendor demonstrations during the school year and the summer months, with opportunities to enroll in the program, during lunchtime at the proposed campuses. The 21st CCLC program will advertise during gym/class visits, athletic events, Twitter, the SMORES newsletter, blackboard announcements, campus marquees, and daily campus announcements, which will occur year-round. Finally, to recruit and encourage diverse student participation in the program, the 21st CCLC team intends to hire linguistically and culturally diverse staff and teachers.

Spring ISD has successfully retained students in the 21st CCLC program in the past through multifaceted strategies, including but not limited to: using student survey results to create highly engaging programming that changes every six weeks; providing opportunities for student-led program development; displaying and publishing student work each semester; celebrating student attendance every six weeks; and facilitating multicultural events and Family Fun Days. By May 31, 2022 the district's goal is to have 100 students attending each proposed 21st CCLC site for 60 days, at 120 minutes per day, during the regular school year (fall and spring semesters). By July 18, 2022 Spring ISD intends to recruit 75 students to participate in 12 days, at 240 minutes per day, to each 21st CCLC site.

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.

The center-level needs assessment data informed the proposed center operations schedule based on student data, student and parent surveys, and grant guidelines. Students will attend the 21st CCLC program 15 hours per week, which includes at least one hour per week of academic support completing homework, academic tutorials in reading and mathematics, academic labs based on student core academic needs and preferred learning modality, and academic enrichment. All program components will have social-emotional learning embedded in the activities and/or the application of social-emotional intelligence to ensure that students are well-equipped to apply the skills they learn in the 21st CCLC program.

The corresponding staffing and budget plans reflect the importance of maintaining a student-teacher ration of 15 to one. Keeping academic courses small enables teachers to effectively differentiate interventions and facilitate relationship-building among teachers and students. Additionally, the budget further emphasizes the importance of contracted services for academic enrichment and students' selected courses. By allowing students choices in their course options, students will be empowered to reflect on the areas that interest them the most, resulting in high levels of student engagement and dosage.

The after-school program plan will ensure efficiency, efficacy, and student-service targets, guaranteeing center-level quality through research-based practices. Monthly student data collection, data tracking, and data review will be conducted by site coordinators and the Project Director, with guidance from the Research Department as needed. The after-school program will draw from Youth Program Quality (YPQ) protocols. Assessment and training methods will follow guidelines set forth by the Weikart Institute and CASEL social-emotional research.

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

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**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.	Project Director and Secretary	\$125,000
2.	Site Coordinators (10 x \$63,000)	\$630,000
3.	Family Engagement Specialist	\$75,000
4.	Extra Duty Pay	\$250,000
5.	Employee Benefits	\$140,000

**Professional and Contracted Services**

6.	Program Evaluator	\$20,000
7.	External Contractors	\$270,000
8.		
9.		
10.		

**Supplies and Materials**

11.	Program-related supplies and materials	\$94,500
12.		
13.		
14.		

**Other Operating Costs**

15.	Other Operating Costs	\$13,500
16.		
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

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**Appendix I: Negotiation and Amendments**

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

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

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## Center Operations Schedule

County-district number or vendor ID: 101919

### 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	101919102	Bammel Elementary School, 17309 Red Oak Drive, Houston, TX 77090	0	PK to 5	100	50
2	101919126	Eickenroht Elementary School, 15252 Grand Point Drive, Houston, TX 77090	0	PK to 5	100	50
3	101919127	Major Elementary School, 16855 Sugar Pine Drive, Houston, TX 77090	0	PK to 5	100	50
4	101919125	Hoyland Elementary School, 2200 Wittershaw Drive, Houston, TX 77090	0	PK to 5	100	50
5	101919117	Salyers Elementary School, 25705 Hardy Street, Spring, TX 77373	0	PK to 5	100	50
6	101919048	Bailey Middle School, 3377 James C. Leo Drive, Spring, TX 77373	0	6 to 8	100	50
7	101919046	Bammel Middle School, 16711 Ella Boulevard, Houston, TX 77090	0	6 to 8	100	50
8	101919047	Claughton Middle School, 3000 Spears Road, Houston, TX 77067	0	6 to 8	100	50
9	101919116	Clark Primary School, 12625 River Laurel Drive, Houston, TX 77014	0	PK to 1	100	50
10	101919129	Clark Intermediate School, 1825 Rushworth Drive, Houston, TX 77014	0	2 to 5	100	50

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	101919102	Bammel Elementary School, 17309 Red Oak Drive, Houston, TX 77090					PK to 5	100	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		August 2, 2021			December 10, 2021			17				
Spring Term		January 10, 2022			June 10, 2022			21				
Summer Term		June 20, 2022			July 21, 2022			5				
Total number of weeks:								43				
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			3:40	6:40			3:40	6:40	8:00			3:00
Tuesday			3:40	6:40			3:40	6:40	8:00			3:00
Wednesday			3:40	6:40			3:40	6:40	8:00			3:00
Thursday			3:40	6:40			3:40	6:40	8:00			3:00
Friday			3:40	6:40			3:40	6:40				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not Applicable											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>	English as a Second Language Classes, Spanish as a second Language, Parent Homework Help/Parent University Monthly (Topics determined by student academic data), Literacy Nights (Early Literacy/Literacy Exploration, Financial Literacy and Environmental Literacy), Strong Families, Strong Communities (Communication & Conflict Resolution, Parenting & Family Affection, Family Trauma, Financial Literacy & Career Advancement), Family Fun Nights (Mindfulness, Family Fitness, Family Game Nights and Paint with a Parent), Culture and Program Exploration (Hispanic Heritage Celebration, Black History Month Celebration, Fall, Spring and Summer Program Showcases)											

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	101919126	Eickenroht Elementary School, 15252 Grand Point Drive, Houston, TX 77090				PK to 5	100	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		August 2, 2021		December 10, 2021		17						
Spring Term		January 10, 2022		June 10, 2022		21						
Summer Term		June 20, 2022		July 21, 2022		5						
Total number of weeks:						43						
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			3:40	6:40			3:40	6:40	8:00		3:00	
Tuesday			3:40	6:40			3:40	6:40	8:00		3:00	
Wednesday			3:40	6:40			3:40	6:40	8:00		3:00	
Thursday			3:40	6:40			3:40	6:40	8:00		3:00	
Friday			3:40	6:40			3:40	6:40				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not Applicable											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>	English as a Second Language Classes, Spanish as a second Language, Parent Homework Help/Parent University Monthly (Topics determined by student academic data), Literacy Nights (Early Literacy/Literacy Exploration, Financial Literacy and Environmental Literacy), Strong Families, Strong Communities (Communication & Conflict Resolution, Parenting & Family Affection, Family Trauma, Financial Literacy & Career Advancement), Family Fun Nights (Mindfulness, Family Fitness, Family Game Nights and Paint with a Parent), Culture and Program Exploration (Hispanic Heritage Celebration, Black History Month Celebration, Fall, Spring and Summer Program Showcases)											

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	101919127	Major Elementary School, 16855 Sugar Pine Drive, Houston, TX 77090				PK to 5	100	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		August 2, 2021		December 10, 2021		17						
Spring Term		January 10, 2022		June 10, 2022		21						
Summer Term		June 20, 2022		July 21, 2022		5						
Total number of weeks:						43						
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			3:40	6:40			3:40	6:40	8:00		3:00	
Tuesday			3:40	6:40			3:40	6:40	8:00		3:00	
Wednesday			3:40	6:40			3:40	6:40	8:00		3:00	
Thursday			3:40	6:40			3:40	6:40	8:00		3:00	
Friday			3:40	6:40			3:40	6:40				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not Applicable											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>	English as a Second Language Classes, Spanish as a second Language, Parent Homework Help/Parent University Monthly (Topics determined by student academic data), Literacy Nights (Early Literacy/Literacy Exploration, Financial Literacy and Environmental Literacy), Strong Families, Strong Communities (Communication & Conflict Resolution, Parenting & Family Affection, Family Trauma, Financial Literacy & Career Advancement), Family Fun Nights (Mindfulness, Family Fitness, Family Game Nights and Paint with a Parent), Culture and Program Exploration (Hispanic Heritage Celebration, Black History Month Celebration, Fall, Spring and Summer Program Showcases)											

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	101919125	Hoyland Elementary School, 2200 Wittershaw Drive, Houston, TX 77090					PK to 5	100	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		August 23, 2021			December 10, 2021			16					
Spring Term		January 10, 2022			May 27, 2022			19					
Summer Term		June 6, 2022			July 11, 2022			5					
Total number of weeks:								40					
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			3:40	6:40			3:40	6:40	8:00		3:00		
Tuesday			3:40	6:40			3:40	6:40	8:00		3:00		
Wednesday			3:40	6:40			3:40	6:40	8:00		3:00		
Thursday			3:40	6:40			3:40	6:40	8:00		3:00		
Friday			3:40	6:40			3:40	6:40					
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				24				
<b>Adjunct Sites, If applicable (site name and full address)</b>		Not Applicable											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>		English as a Second Language Classes, Spanish as a second Language, Parent Homework Help/Parent University Monthly (Topics determined by student academic data), Literacy Nights (Early Literacy/Literacy Exploration, Financial Literacy and Environmental Literacy), Strong Families, Strong Communities (Communication & Conflict Resolution, Parenting & Family Affection, Family Trauma, Financial Literacy & Career Advancement), Family Fun Nights (Mindfulness, Family Fitness, Family Game Nights and Paint with a Parent), Culture and Program Exploration (Hispanic Heritage Celebration, Black History Month Celebration, Fall, Spring and Summer Program Showcases)											

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	101919117	Salyers Elementary School, 25705 Hardy Street, Spring, TX 77373			PK to 5	100	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		August 23, 2021		December 10, 2021		16						
Spring Term		January 10, 2022		May 27, 2022		19						
Summer Term		June 6, 2022		July 11, 2022		5						
Total number of weeks:						40						
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			3:40	6:40			3:40	6:40	8:00		3:00	
Tuesday			3:40	6:40			3:40	6:40	8:00		3:00	
Wednesday			3:40	6:40			3:40	6:40	8:00		3:00	
Thursday			3:40	6:40			3:40	6:40	8:00		3:00	
Friday			3:40	6:40			3:40	6:40				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not Applicable											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>	English as a Second Language Classes, Spanish as a second Language, Parent Homework Help/Parent University Monthly (Topics determined by student academic data), Literacy Nights (Early Literacy/Literacy Exploration, Financial Literacy and Environmental Literacy), Strong Families, Strong Communities (Communication & Conflict Resolution, Parenting & Family Affection, Family Trauma, Financial Literacy & Career Advancement), Family Fun Nights (Mindfulness, Family Fitness, Family Game Nights and Paint with a Parent), Culture and Program Exploration (Hispanic Heritage Celebration, Black History Month Celebration, Fall, Spring and Summer Program Showcases)											

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	101919048	Bailey Middle School, 3377 James C. Leo Drive, Spring, TX 77373		6 to 8	100	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		August 23, 2021		December 10, 2021		16						
Spring Term		January 10, 2022		May 27, 2022		19						
Summer Term		June 6, 2022		July 11, 2022		5						
Total number of weeks:						40						
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	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45	8:00			3:00
Tuesday	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45	8:00			3:00
Wednesday	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45	8:00			3:00
Thursday	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45	8:00			3:00
Friday	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not Applicable											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>	English as a Second Language Classes, Spanish as a second Language, Parent Homework Help/Parent University Monthly (Topics determined by student academic data), Literacy Nights (Early Literacy/Literacy Exploration, Financial Literacy and Environmental Literacy), Strong Families, Strong Communities (Communication & Conflict Resolution, Parenting & Family Affection, Family Trauma, Financial Literacy & Career Advancement), Family Fun Nights (Mindfulness, Family Fitness, Family Game Nights and Paint with a Parent), Culture and Program Exploration (Hispanic Heritage Celebration, Black History Month Celebration, Fall, Spring and Summer Program Showcases)											

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	101919046	Bammel Middle School, 16711 Ella Boulevard, Houston, TX 77090		6 to 8	100	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		August 2, 2021		December 10, 2021		17						
Spring Term		January 10, 2022		June 10, 2022		21						
Summer Term		June 20, 2022		July 21, 2022		5						
Total number of weeks:						43						
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	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45	8:00			3:00
Tuesday	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45	8:00			3:00
Wednesday	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45	8:00			3:00
Thursday	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45	8:00			3:00
Friday	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not Applicable											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>	English as a Second Language Classes, Spanish as a second Language, Parent Homework Help/Parent University Monthly (Topics determined by student academic data), Literacy Nights (Early Literacy/Literacy Exploration, Financial Literacy and Environmental Literacy), Strong Families, Strong Communities (Communication & Conflict Resolution, Parenting & Family Affection, Family Trauma, Financial Literacy & Career Advancement), Family Fun Nights (Mindfulness, Family Fitness, Family Game Nights and Paint with a Parent), Culture and Program Exploration (Hispanic Heritage Celebration, Black History Month Celebration, Fall, Spring and Summer Program Showcases)											

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 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	101919047	Claughton Middle School, 3000 Spears Road, Houston, TX 77067				6 to 8	100	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		August 23, 2021		December 10, 2021		16						
Spring Term		January 10, 2022		May 27, 2022		19						
Summer Term		June 6, 2022		July 11, 2022		5						
Total number of weeks:						40						
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	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45	8:00			3:00
Tuesday	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45	8:00			3:00
Wednesday	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45	8:00			3:00
Thursday	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45	8:00			3:00
Friday	8:00	9:00	4:45	6:45	8:00	9:00	4:45	6:45				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not Applicable											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>	English as a Second Language Classes, Spanish as a second Language, Parent Homework Help/Parent University Monthly (Topics determined by student academic data), Literacy Nights (Early Literacy/Literacy Exploration, Financial Literacy and Environmental Literacy), Strong Families, Strong Communities (Communication & Conflict Resolution, Parenting & Family Affection, Family Trauma, Financial Literacy & Career Advancement), Family Fun Nights (Mindfulness, Family Fitness, Family Game Nights and Paint with a Parent), Culture and Program Exploration (Hispanic Heritage Celebration, Black History Month Celebration, Fall, Spring and Summer Program Showcases)											

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	101919129	Clark Primary School, 12625 River Laurel Drive, Houston, TX 77014				PK to 1	100	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		August 2, 2021		December 10, 2021		17						
Spring Term		January 10, 2022		June 10, 2022		21						
Summer Term		June 20, 2022		July 21, 2022		5						
Total number of weeks:						43						
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			3:40	6:20			3:40	6:20	8:00			3:00
Tuesday			3:40	6:20			3:40	6:20	8:00			3:00
Wednesday			3:40	6:20			3:40	6:20	8:00			3:00
Thursday			3:40	6:20			3:40	6:20	8:00			3:00
Friday			2:00	6:20			2:00	6:20				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not Applicable											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>	English as a Second Language Classes, Spanish as a second Language, Parent Homework Help/Parent University Monthly (Topics determined by student academic data), Literacy Nights (Early Literacy/Literacy Exploration, Financial Literacy and Environmental Literacy), Strong Families, Strong Communities (Communication & Conflict Resolution, Parenting & Family Affection, Family Trauma, Financial Literacy & Career Advancement), Family Fun Nights (Mindfulness, Family Fitness, Family Game Nights and Paint with a Parent), Culture and Program Exploration (Hispanic Heritage Celebration, Black History Month Celebration, Fall, Spring and Summer Program Showcases)											

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 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	101919116	Clark Intermediate School, 1825 Rushworth Drive, Houston, TX 77014				2 to 5	100	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		August 2, 2021		December 10, 2021		17						
Spring Term		January 10, 2022		June 10, 2022		21						
Summer Term		June 20, 2022		July 21, 2022		5						
Total number of weeks:						43						
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			3:40	6:20			3:40	6:20	8:00			3:00
Tuesday			3:40	6:20			3:40	6:20	8:00			3:00
Wednesday			3:40	6:20			3:40	6:20	8:00			3:00
Thursday			3:40	6:20			3:40	6:20	8:00			3:00
Friday			2:00	6:20			2:00	6:20				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				24			
<b>Adjunct Sites, If applicable (site name and full address)</b>	Not Applicable											
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>	English as a Second Language Classes, Spanish as a second Language, Parent Homework Help/Parent University Monthly (Topics determined by student academic data), Literacy Nights (Early Literacy/Literacy Exploration, Financial Literacy and Environmental Literacy), Strong Families, Strong Communities (Communication & Conflict Resolution, Parenting & Family Affection, Family Trauma, Financial Literacy & Career Advancement), Family Fun Nights (Mindfulness, Family Fitness, Family Game Nights and Paint with a Parent), Culture and Program Exploration (Hispanic Heritage Celebration, Black History Month Celebration, Fall, Spring and Summer Program Showcases)											

# Spring Independent School District

16717 Ella Blvd. • Houston, Texas 77090 • Tel. 281.891.6000



January 13, 2021

Attention: Texas Education Agency, Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Grant

Dear Selection Committee:

Please accept this letter of support on behalf of the Spring Independent School District Board of Trustees. Over the last 4 years, the Spring ISD 21<sup>st</sup> CCLC program has provided much needed core academic support, STEAM enrichment classes, college and career readiness courses, family engagement opportunities, and community partnerships.

The data driven 21<sup>st</sup> CCLC team routinely provides quantitative data for the Board to review. Consistently, the students participating in the 21<sup>st</sup> CCLC program out performed their non-participatory peers. Additionally, the Board has had the opportunity to collect qualitative data first hand from parents who shared how grateful they were for the free ESL classes provided through a partnership between Spring ISD's 21<sup>st</sup> CCLC program and Lone Star College. Furthermore, the Board has attended student led multicultural events, celebrated National Lights On, and attended fall and spring show cases where students taught attendees STEAM concepts. The 21<sup>st</sup> CCLC team's laser like focus on building strong families and community resulted in 15 parents being hired at a pop-up community job fair and families benefitting from parenting classes through a partnership with AVANCE.

As a result, we offer our unwavering support for the 21<sup>st</sup> CCLC program to continue in Spring ISD. This program has become an integral part of the district's plan to provide equitable learning opportunities for our students, equip families to be partners in their child's education, and strengthen community partnerships.

Should you have any further questions about Spring ISD's commitment to supporting the 21<sup>st</sup> CCLC program, please do not hesitate to reach out to us. Thank you in advance for your consideration of Spring ISD's application.

Best Regards,

A handwritten signature in black ink that reads "Rhonda R. Newhouse". The signature is written in a cursive style.

Rhonda R. Newhouse, Board President  
Spring Independent School District



16717 ELLA BLVD.  
HOUSTON, TEXAS 77090

281-891-6000

[www.springisd.org](http://www.springisd.org)

January 15, 2021

Attention: Texas Education Agency, Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Grant

Dear Selection Committee:

On behalf of the Spring Independent School District, I am very pleased to support for the continuation of the 21<sup>st</sup> CCLC program in the Spring Independent School District. The 21<sup>st</sup> CCLC program is vitally important for our students and families in Spring ISD, providing much needed academic support in core subjects, STEAM enrichment activities, college and career readiness support, family engagement, and community partnerships.

As Superintendent of Spring Independent School District, I have had the opportunity to work closely with and monitor the 21<sup>st</sup> CCLC program and can attest to the success of the program and the enormous impact the program has made in our ten schools and in the overall community. One great strength of the 21<sup>st</sup> CCLC Program lies in its leadership team, both at central office and at each of the ten sites. Our 21<sup>st</sup> CCLC team consistently facilitates systemic change by putting research into action. For the last four years, this team has studied and implemented equitable program practices, derived from professional development opportunities led by our nation's equity leaders.

A large part of the 21<sup>st</sup> CCLC program's success in Spring ISD can be attributed to strong district partnerships, both internal and external. For example, through district partnerships with the Special Education and Workforce Development departments, the 21<sup>st</sup> CCLC program was able to extend services to ensure students received the accommodations and modifications specified in their individual education plans during the after-school program and create homework-help courses for parents. Additionally, through a partnership with the Houston Rockets, the 21<sup>st</sup> CCLC team was able to provide Advance Placement test preparation for participating scholars.

For all of the aforementioned reasons and many more, Spring ISD is excited for the opportunity to continue participating in the program and is committed to providing equitable learning opportunities for our students, equipping parents to support their child's education, and strengthening community partnerships. The 21<sup>st</sup> CCLC program at Spring ISD is more than an after-school program in Spring ISD; rather it has become an integral part of the climate and culture of Spring ISD and the community at large. Thank you for your time and consideration.

Best regards,

A handwritten signature in black ink that reads "Rodney E. Watson". The signature is fluid and cursive, with the first name being the most prominent.

Rodney E. Watson, Ph.D.  
Superintendent of Schools

# Spring Independent School District

## Office of School Leadership and Student Support Services

16717 Ella Blvd. • Houston, Texas 77090 • Tel. 281.891.6180



Attention: Texas Education Agency, Nita M. Lowey, 21<sup>st</sup> CCLC Grant Cycle 11

January 14, 2021

Dear Selection Committee,

It is my pleasure to write this letter of support for the continuation of the 21<sup>st</sup> CCLC program in the Spring Independent School District. In my capacity as an Academics Officer and Assistant Superintendent, I can bear witness to the positive impact this program has had on our students, parents, district and community.

The Spring ISD collects quantitative and qualitative data on all programs and departments in the district through Key Performance Indicator tracking, audits, surveys, state mandated assessment results and program observations. The 21<sup>st</sup> CCLC program is no exception. The data consistently shows that students who participate in the 21<sup>st</sup> CCLC program score higher on district benchmarks, interim assessments and state mandated STAAR exams than their peers not participating in the program. Additionally, 21<sup>st</sup> CCLC participants have a higher attendance rate and fewer disciplinary infractions when compared to their peers not participating in the program.

While academic growth is important, this program offers so much more. The 21<sup>st</sup> CCLC program has evolved into a community hub. For example, parents are equipped with the tools they need to support their child's social and emotional skills development through parenting classes. In addition, parents work with Spring ISD's instructional specialists to learn how to reinforce learning at home in Homework Help courses. Moreover, parents benefit from financial literacy classes. After completing the financial literacy series, three of our parents became first time homebuyers through a community partnership. Additionally, parents had the opportunity to attend Resume Writing seminars where they updated their resumes and received job interview coaching through the Texas Workforce Commission. As a result, thirteen parents were hired at the 21<sup>st</sup> CCLC Community Job Fair. Our families received free differentiated English as a Second Language class from a partnership with Lone Star College.

Additionally, the 21<sup>st</sup> CCLC program provides our scholars with opportunities and experiences that they may not otherwise have like attending the Explore UT event, which exposes students to STEM activities while learning about every day student life at a university, and experiencing multiculturalism through the Holocaust and Buffalo Soldiers museums. As I reflect on all the rich experiences our students and families have had, I could not image our district without the 21<sup>st</sup> CCLC program.

Thank you for considering the Spring ISD's 21<sup>st</sup> CCLC application for Cycle 11.

Respectfully,

**Kimberly Fonteno**

Assistant Superintendent Feeder # 3  
Spring Independent School District

**Spring Independent School District**  
**Office of School Leadership and Student Support Services**

16717 Ella Blvd. • Houston, Texas 77090 • Tel. 281.891.6180



January 18, 2021

**Attention: Texas Education Agency, Nita M. Lowey, 21<sup>st</sup> CCLC Grant Cycle 11**

Dear Selection Committee,

I unequivocally support the continuation of the 21<sup>st</sup> CCLC program in the Spring Independent School District. As the principal at Bailey MS, I have had the opportunity to witness the benefits of the program for our students and their families.

Our students benefit from the 21<sup>st</sup> CCLC program in numerous ways. Most notably is the support the program provides to ensure our scholars get the differentiated small group tutorials needed in reading and math to close learning gaps and master taught objectives.

Additionally, our scholars enjoyed many experiences and opportunities for which they were not privy prior to the 21<sup>st</sup> CCLC program. The students enjoyed college and university tours, and visiting museums and art galleries. Our scholars participated in gaming clubs in our gaming lounge and produced music through our digital music studio. Our scholars honed their leadership skills through student led showcases and multicultural events. Experiential learning came alive as students constructed and maintained a community vegetable and fruit garden to provide organic healthy alternatives to unhealthy convenience foods. After harvesting the fruit and vegetables, our scholars used their culinary skills to make salads and vegetable soup and invited the community to join us. These are a few examples of how the 21<sup>st</sup> CCLC program has made a positive impact on our scholars, parents, and the community at large.

The bandwidth of this program is extraordinary and impactful for the Bailey MS students and their families. Therefore, for the reasons I have shared, I submit this letter in full support to continue the 21<sup>st</sup> CCLC program in Spring ISD.

Warm Regards,

A handwritten signature in black ink, appearing to be "SB", written over a white background.

Shundra Brown  
Principal, Bailey Middle School  
Spring Independent School District

**Spring Independent School District**  
**Office of School Leadership and Student Support Services**

16717 Ella Blvd. • Houston, Texas 77090 • Tel. 281.891.6180



January 15, 2021

**Attention: Texas Education Agency, Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers Grant**

Dear Selection Committee:

It is my pleasure to write this letter of support for the 21<sup>st</sup> CCLC program currently at my campus. As the principal of Bammel Elementary School and having had the 21<sup>st</sup> CCLC program at my campus has been a positive experience for our students and their families.

Through our collaboration with the 21<sup>st</sup> CCLC program, students have been able to receive the differentiated small group tutorials needed to accelerate their academic growth in reading, math, and science. Our data shows students who participate in the 21<sup>st</sup> CCLC program score higher on district benchmarks, interim assessments and state mandated STAAR exams. Additionally, our data indicates that 21<sup>st</sup> CCLC participants have a higher attendance rate and fewer disciplinary infractions when compared to non-participants.

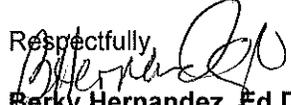
The 21<sup>st</sup> CCLC program demonstrates equity in action. The program has built the capacity of our parents by teaching them what they need to know to support their scholar in reading, math and science through our Taste of Bammel events. Other equitable practices included providing no technology, low technology and appropriate technology options for our scholars to ensure that they were actively engaged in the learning process during the COVID 19 school closures. The 21<sup>st</sup> CCLC team provided take home libraries in English and Spanish; Learn at Home STEAM kits and much needed school supplies.

Furthermore, the 21<sup>st</sup> CCLC team built a virtual afterschool program with synchronous and asynchronous courses through the Google classroom platform to provide a sense of normalcy for our scholars during these difficult times caused by the pandemic. The program provides our scholars with opportunities and experiences that they may not otherwise have like project based learning through arts integration, karate courses, coding classes, robotics club, and attending the Explore UT event, which exposes students to STEM activities while learning about every day student life at a university.

Last but certainly not least, collaboration with our 21<sup>st</sup> CCLC site coordinator occurs daily. She actively supports our campus and district initiatives with our early literacy development and STEAM education programs. The coordinator is also invited to participate in our administrative team meetings as appropriate; which is the key to ensure we are all growing our students both academically and socially.

As I reflect on all the rich experiences our students and families have had, I could not imagine our campus without the 21<sup>st</sup> CCLC program. Thank you for considering the Spring ISD 21<sup>st</sup> CCLC application for Cycle 11.

Respectfully,

  
**Berky Hernandez, Ed.D.**

Principal, Bammel Elementary School  
Spring Independent School District



January 14, 2021

Dear Grant Selection Committee,

I write on behalf of Optimum Lifestyle CDC (OLCDC) formerly AVANCE in support of the Project SAFE 21st Century Program proposal to the Texas Education Agency for a grant to fund the Project SAFE to improve student achievement in reading language arts, math and science, improve student attendance, decrease student disciplinary infractions, referrals and increase parental engagement.

As an organization which continues its ongoing drive to see children thrive emotionally, educationally, and economically in nurturing supportive families! Our past body of work with Project SAFE providing comprehensive services designed to strengthen individuals' marriage and relationship skills through parenting, responsible fatherhood, job readiness, and career advancement workshops resulted in increased parent participation.

Through this letter, we acknowledge specific roles and responsibilities we will fulfill in this partnership. In the event this proposal is funded, we would expect our role in the OLCDC to include:

- Provide two hours per week for eight weeks of Personal and Professional Development through the RWP to 25 or more participants per cohort.
- Assist in the enrollment of recruited parents.
- Conduct follow-ups on absent participants to ensure continual participation in the program.
- Invite parents to attend the different programs that OLCDC offers in nearby areas.
- Deliver the services on site one day per week for 8 weeks each cohort
- Conduct pre-post testing of parents to measure program outcomes and orientation of the program.
- Provide weekly attendance reports, formative and summative assessment data reports to the CDC management staff.

We look forward to working with you in increase parental involvement to improve student academic achievement.

Sincerely,

A handwritten signature in blue ink, appearing to read "Eric R. Johnson", is written over a horizontal line.

Eric R. Johnson, MBA – Executive Director  
Optimum Lifestyle CDC

[WWW.OLCDCONLINE.ORG](http://WWW.OLCDCONLINE.ORG)

Contact number:  
832.387.6326

Office Address:  
3613 Goodhope St.  
Houston, Tx. 77021

A3-1



Comp-U-Dopt  
1602 Airline Drive  
Houston, TX 77009

January 20, 2021

To Whom it May Concern –

I am writing in support of Spring ISD's application for the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 grant. Should Spring ISD be awarded the grant, Comp-U-Dopt Houston & Galveston would be willing and able to partner for programming at each of the sites outlined in the application.

At Comp-U-Dopt we provide TEKS-aligned, STEM enrichment programming for elementary, middle, and high school students. We aim to increase school day attendance, improve school day behavior, and increase student engagement in learning through quality enrichment programming that we provide.

We have worked with other recipients of the grant in past cycles and are excited to partner with Spring ISD in their programs.

Sincerely,

Colin Dempsey

Executive Director | Houston & Galveston  
Comp-U-Dopt