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): N/A

1. Applicant Information

Name of organization   Communities In Schools of the Dallas Region, Inc.

Campus name _____   CDN 057905   Vendor ID 1752044117   ESC 10   DUNS 784875924

Address 1341 W. Mockingbird Lane Suite 1000E   City Dallas   ZIP 75247   Phone 214-847-0955

Primary Contact Cameron Hernholm   Email cameronh@cisdallas.org   Phone 214-208-2802

Secondary Contact Katy Dennis-Bishop   Email katyd@cisdallas.org   Phone 254-493-2672

2. Certification and Incorporation

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

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

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

Authorized Official Name Adam Powell   Title President/CEO   Email AdamP@cisdallas.org

Phone 972-904-3012   Signature Adam Powell   Digitally signed by Adam Powell Date: 2021.01.20 18:24:41 -06'00'   Date 01/20/2021

Grant Writer Name Katy Dennis-Bishop   Signature Katy Dennis-Bishop   Digitally signed by Katy Dennis-Bishop Date: 2020.12.14 14:31:39 -06'00'   Date 12/14/2020

◉ 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
Parent Engagement: District parents lack the resources to engage effectively in their children's education, in addition to facing barriers to affordable and enriching after-school care and programming for their students.	Partnering with Communities in Schools of the Dallas Region (CISDR), Terrell ISD (TISD) and Dallas ISD (DISD) will provide after school student enrichment programming and parent engagement activities on high need campuses through the Partnering Around Student Success (PASS) program on each of the ten campuses.
Academic: District students who are disproportionately of low SES/at risk do not receive adequate one-on-one academic support, resulting in skill deficits which hinder educational performance.	Students enrolled in PASS will receive intensive, individualized support, literacy activities, and tutoring focusing on core STAAR subjects (reading/lit and math). After school programming will build off of topics/themes contained in standard educational programming received during the traditional school day.
Social/Behavioral: Low SES/at risk students are more vulnerable to higher rates of absenteeism, behavioral issues in the classroom, missing out on key career and college competencies, and dropping out of high school.	Personnel administering the PASS program will develop meaningful mentoring relationships with students and engage them in a diverse array of referral services and program activities designed to promote socioemotional development, responsible behavior/goal setting, college and career exploration, and identity development.

5. SMART Goal

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

The Partnering Around Student Success (PASS) program will establish after school programs to improve the academic, behavioral, and attendance outcomes for at risk students, while promoting parental engagement and addressing the need for safe/accessible after school care. At the conclusion of the first year, 50% of participating students will show growth in behavior and socioemotional development and 100% will be promoted to the next grade level. In addition, 75% of student participants will: 1) improve in mathematics and reading/language arts on state assessments and grades earned in one subject; 2) will show interest in at least one career field; and 3) show lower rates of absenteeism. Finally, 40% of parents will attend one or more event and report higher levels of engagement in their children's education.

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

-20% of students will demonstrate improvement in academic performance as measured by grades in at least one subject or on practice state standardized assessment tools (where applicable)
-20% of students will demonstrate improvement in classroom behavior and increased school-day attendance when records are compared to prior year
-20% of students will show interest in at least one career field.
-10% of parents will attend at least one event related to the PASS program

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8. Measurable Progress (Cont.)

Second-Quarter Benchmark

-40% of students will demonstrate improvement in academic performance as measured by grades in at least one subject or practice state standardized assessment tools (where applicable)
-40% of students will demonstrate improvement in classroom behavior and increased school-day attendance when records are compared to prior year
-40% of students will show interest in at least one career field and be able to identify one concrete step to achieve that goal.
-20% of parents will attend at least one event related to the PASS program

Third-Quarter Benchmark

- 60% of students will demonstrate improvement in academic performance as measured by grades in at least one subject and mathematics or reading/language arts state standardized assessments (where applicable)
- 60% of students will demonstrate improvement in classroom behavior and increased school-day attendance when records are compared to prior year
- 60% of students will show interest in at least one career field and be able to identify one concrete step to achieve that goal.
-100% of students will remain in school and be prepared to transition to the next grade level
-30% of parents will attend at least one event related to the PASS program

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.

Currently, CISDR provides data-driven, accessible, support services to children designated by TEA as "at-risk" throughout the traditional school day. CISDR, in conjunction with TISD and DISD, adopts a case management model rooted in evidence-based practice to address barriers to student success, engaging in ongoing adjustment to the level of intervention based on student need. The deployment of holistic intervention strategies, such as mentoring, tutoring, counseling/crisis support, basic resource coordination, coaching, parent education, truancy prevention, social skill development, educational planning, and physical/mental health service referrals are adaptable and responsive to changing student needs.

Underpinning individualized case management is also a commitment to weekly monitoring and analysis of student progress, which allows not only for the modification of individual services to address barriers to success, but also more global modifications to the program to enhance efficacy, program fidelity, and engagement. Student data, organized along the dimensions of academic achievement, behavior, and attendance (ABA), is compiled into the CIS-NAV database every 6/9 weeks, which allows longitudinal tracking of progress and helps identify additional services required to scaffold student success. Review of student development is conducted on a rolling basis during each grading period, and academic remediation services and tutoring can be adjusted as performance measures warrant.

In addition to the data collected through official documentation, CISDR staff will meet with students, teachers, parents, and school faculty regularly to discuss subjective elements of students' lives that may be affecting their behavior and performance in the classroom, but may not be documented in other student records. Consistent communication with students and their families permits comprehensive assessment of learners' and parents' relative level of interest in the program offerings as well as their specific needs. With uncertainty dominating the lives of students and their parents during the COVID-19 pandemic, accompanied by rapidly changing economic and health landscapes, if progress toward the aforementioned goals is lagging, fluidity allows for adaptive service offerings.

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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.

A comprehensive needs assessment (CNA) was completed to determine where high student need and the greatest potential for impact intersected. Data were collected from multiple sources, including the 2018-19 TAPR results, TEA School Report Cards, the 2019 NAEP, and District/Campus improvement plans. Campus selection also considered internal CISDR student data (entered into CIS-NAV database), with performance measures of attendance, behavior, and academics (ABA). CISDR's 2020-2021 DISD Campus Needs Assessment and TISD's 2020-2021 parental survey were also evaluated to determine the parent, stakeholder and school needs. Student data included by school in Attachment 1.

Findings from the CNA indicate that the proposed campuses exhibit unmet needs, and the highest need exists among students who are/have been: officially classified as at risk by TEA; economically disadvantaged (ED); non-native English speaking (LEP/ESL); frequently absent; retained in a grade or struggle to meet the benchmarks on state standardized testing. Additional high need categories include those in foster care, homeless, incarcerated or with a guardian incarcerated, or exhibiting delinquency. At DISD sites, the proportion of students defined as ED ranges from 88% to 95%, significantly higher than the state rate of 60.6%, with between 64% and 86% officially classified by TEA as at risk, well above the overall state average of 50.1%. Similarly, at the three Terrell ISD school sites, between 73% and 84% of elementary school students are defined as ED, while between 54% to 62% are categorized as at risk (TEA, 2020), again both figures are higher than the aforementioned state average. In addition, all ten (10) of the schools are classified as Title I, receiving funding as a result of the high proportion of students categorized as low SES and at risk. Taking into consideration the economic stability of families in the region disproportionately impacted by the COVID-19 pandemic, more students and families are likely to have unmet needs in the next academic year, although we plan on serving 10% of those at highest risk.

Particularly for LEP or ESL students, representing 42% to 69% of students on DISD sites and 25-30% at TISD sites, literacy development maybe limited by residence in non-native English-speaking homes. In the five elementary sites 30-50% of students did not meet 4th grade STAAR Reading performance standards in Spring 2019, higher than the overall state average of 26%. Although for 4th grade STAAR Math two of the schools outperformed the state, with a smaller proportion of students not meeting the standard, none of the schools approach the state average of 46% of students meeting it. Across the state, 26% of students failed to meet the 7th grade STAAR Reading goal, while at program sites it was 30-51% of students; on 7th grade STAAR Math, 27% of Texas students failed to meet the requirement, while DISD sites showed 32-62% of students.

To recruit and assess students in need, PASS will analyze ABA measures on a rolling basis, in coordination with program staff, administrators, and volunteers at the campuses, enrolling at least 75 students and 25 parents for programming. Parents, teachers, counselors, community members, and students will be enlisted to promote the program, reinforce its importance, and demonstrate the unique offerings, which research contends can boost enrollment in programs outside of school (Lauver & Little, 2005). While DISD and TISD district/campus improvement plans and CISDR's CNA points to a need to engage parents, an enduring lack of accessible/affordable afterschool care and programming inhibits this. Almost 20% of district parents in TISD expressed a need for 2-5 days of weekly care, so formal programming from 3:00 -6:00 pm meets the needs of working parents, offering children safe and robust academic and developmental support. The PASS project will focus on the barriers and distractions which inhibit academic performance, attendance, and prosocial behaviors and thoughts towards self and others by engaging in targeted and general outreach, program advertising within the school/ larger community, and enrolling students when unmet needs are identified by concerned parties.

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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 PASS program is designed around best practice research on academically-oriented enrichment and intervention programs for at risk students. Following Granger's (2008) recommendation that after school programs be Sequenced, Active, Focused, and Explicit (S.A.F.E.), PASS will concentrate on individual students' deficits, with tailored program activities that align with school curriculum, support content and skill development, and emphasize socioemotional learning (SEL). Prioritizing SEL not only enhances academic performance, but also promotes autonomy, resilience, self-discovery, problem solving, and guided inquiry (National Commission on Social, Emotional, and Academic Development, 2018).

Academic Improvement & College/Career Readiness (1) SMART Goal: By the end of year 1, 75% of students in grades 4–8 participating in the 21st CCLC PASS programming during the school year will demonstrate growth in reading/language arts and mathematics on state assessments, show grade improvement in at least one subject, and be engaged in the classroom. (2) SMART Goal: By the end of year 1, 75% of participating students will report interest in at least one career field of interest and will be able to identify at least two steps to achieve their goal. Using diverse pedagogical modalities to hold student attention, active rather than passive learning, one-on-one/small group tutoring with a low staff-student ratio, hands-on creative and engaging activities across the STEM spectrum, and interest-based inquiry, PASS will engage teachers, educators, and community members to support the academic development of students. Combining enrichment in arts, culture, healthy and nutrition, PASS will use applied topics in literacy and math to engage students. Moreover, although College and Career Readiness (CCR) is viewed as a goal for older students, early exposure to higher order literacy skills, including argumentation, critique, close reading, inferencing, and developing content knowledge for underserved K-5 students not only improves academic outcomes related to reading, writing, and language arts, but also prepares students for the expectations attached to higher education and entry into the workforce (Turner & Danridge, 2014).

Socioemotional Learning (SEL)/Behavior (3) SMART Goal: By the end of the first year of programming, 50% of participating students will show growth in behavior and SEL development, as measured by formative/summative comparison on scaled survey, parental reporting, and/or teacher reporting. Helping guide the SEL of students sustains and advances identity formation and awareness of self, improving academic success, CCR, and prosocial behavior (Pulliam & Bartek, 2018). PASS emphasizes a growth mindset, helping promote inquiry across all subjects/topics, and within all activities, capitalizing on students' interests and building their self-esteem to support the actualization of their dreams, while simultaneously emphasizing empathy, healthy relationships, and care for self/others. The program will utilize the CASEL approach that focuses on five areas of SEL development, and demonstrates, on average, an 11 percentile point growth in student achievement (Durlak et al, 2011).

Attendance (4) SMART Goal: By the end of the first year of programming, 75% of participating students will show lower rates of absenteeism when compared to the prior academic year. Quite simply, students who attend school generally academically outperform their peers with frequent absences. To reduce absenteeism, PASS will rely heavily on the SEL framework, a behavior/consequences curriculum, and interest development that assists students in seeing the connection between school and success. However, parental engagement also impacts absenteeism; with elementary-aged children, improved attendance can only be accomplished through involving and educating caregivers while eliminating the existing barriers whether they are financial, social, psychological, or time-based.

Parental Involvement (5) SMART Goal: By the end of the first year of programming, 40% of participating parents will report higher levels of engagement in their children's education when formative assessment data are compared to summative assessment data. Engaged parents foster higher performing and engaged students but only insofar as their involvement reinforces high standards and encourages progress toward those goals (Boonk et al, 2018). To that end, parent trainings, parent education, and student-parent activities will be organized around developing the type of support network in the home that builds literacy, creates strong bonds, and scaffolds student success.

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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.

Programming at EL and MS adopt a similar theory of change to promote student success. Specific subject matter and lesson plans differ by grade levels and are developmental. All program activities map onto students' individualized needs, providing structured options/student choice and incorporating enrichment in the arts/ performance, science, physical education, nutrition, and culture. Proposed activities include:

1) Academic Development: Academic programming aligned with school curriculum will address individualized skill deficits. Program activities include academic goal setting, critical thinking exercises, and small group/one-on-one tutoring. For literacy development, the focus will be on comprehension, building content knowledge, deep reading, critiquing, and drawing inferences. For younger learners, reading to and reading by students in story time format will promote vocabulary development and oral skills. Literacy topics will connect to weekly focal areas for ELA and encourage nonfiction reading, relate to students' interests, and encourage the exploration of topics that pique their curiosity to motivate engagement and inquiry. For mathematics, addressing students' math phobia, relating math skills to "real life," and tackling specific skill deficits sequentially will allow students to overcome challenges in individual and small group settings, and allow for tailored and targeted instruction.

2) Postsecondary/Workforce Preparation (PWP): For younger students, visualizing, wondering, pretending, and playing can be harnessed to support collective exploration into careers and make culturally relevant connections with academic subject matter and literacy skills. Primary methods of delivery will include the use of technology, small group activities, parent-child Q/A sequences, and community events featuring engaging speakers and activities to foster awareness of the diverse student options. For MS students, in tackling perceptions and possibilities about life options, PASS will adopt Gottfredson's (1981) Theory of Circumscription, Compromise, and Self-Creation, where staff guide students in the growth of study skills, organizational skills, evaluating options, goal setting, and career mapping using interest inventories and a digital project-based approach, while simultaneously positively impacting their sense of autonomy and self.

3) Socioemotional Learning (SEL): Mentoring and explicit activities designed to model healthy relationships within a caring, supportive setting will encourage students to practice emotion management, problem solving (learning by doing), and conflict resolution, helping improve their soft skills as they practice team work, adaptability, and leadership. Relying on an evidence-based framework developed by the Collaborative for Academic, Social, and Emotional Learning's (CASEL), SEL will engage students in role playing, conflict resolution scenarios, and exercises to help them develop critical thinking skills and become skilled decision makers. Because CASEL is age-graded approach, this activity is identical in EL and MS, although the means whereby master of SEL competency is acquired differs by development stage. MS students will also participate in service learning as part of SEL, while EL students will focus more on defining self and identity. For any mental health issues that hinder students' SEL, PASS will make referrals for additional intervention to CISDR's Mental Health Specialist or local community partners.

4) Family Involvement: For parents, PASS will adopt a partnerships approach, presenting interactive seminars related to effective behavior management, how to help with homework, and creating a supportive home environment that maintains high expectations. By encouraging parents to share insights and contribute to the planning of activities, PASS personnel also assist family members with the issues they view as critical, while facilitating relationship strengthening with their developing student. Open houses, "parenting hacks," webinars, and class will encourage caregivers to identify issues, make suggestions, solicit advice, and work with the community in their journey as a parent, parents build their child's independence, while fortifying social bonds within the family.

5) Coordination/Oversight: Program staff will work with teachers to develop curricular-aligned content grounded in best practices addressing barriers to student success. Oversight will include the review of quarterly SMART goals, action steps, benchmarks, and weekly performance measures. Observations of campus activities, teacher perceptions, and parent/student feedback will be solicited to ensure that learning goals are being addressed. Regular communication between school and program staff will help identify challenging topics to be reinforced after school.

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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

Planned Partnership: As a regional 501c3 dedicated to bringing the resources of the community into schools, CISDR already maintains partnerships with a host of schools within the local education agencies (LEA) of Dallas ISD and Terrell ISD for the provision of school day services to area students. Founded in 1985 through the collective efforts of Southwestern Bell (now AT&T), Texas Instruments, and Rockwell International, CISDR is an affiliate of the national Communities In Schools (CIS). As an affiliate, local sites benefit from accreditation certification, guidance, evaluation training, and exposure to evidence-based interventions like integrated student services and community development, all of which are brought to bear on the campuses that CISDR serves.

　　Historically, CISDR has not offered afterschool programs, nor have the schools proposed been able to dedicate resources to an ongoing, academically-oriented, center-based afterschool program at no cost to area families. However, as an organization already serving district schools, CISDR can leverage existing partnerships with local nonprofits, social and human services organizations, and corporate partners to ameliorate resource gaps, provide academic support, connect students with basic needs, and address socioemotional development outside of the traditional school day. Moreover, the school sites offer a clear vision for the program, skilled teachers who know students and their needs, motivated leadership focused on student success, and a commitment to families. Although CISDR will operate as the fiscal agent, the PASS program will operate as a co-equal, cooperative partnership through the formation of a task force and planning group at the grant level that enlists the ongoing feedback of teachers, parents, school personnel, and other stakeholders. CISDR staff will collaborate with educators, the family engagement specialist, and program staff to align curricula, continually refining the research-based approach according to student needs and benchmarks, engaging in ongoing communication to ensure program quality and rigor.

　　Alignment/Sustainability: The proposal of the PASS program through CCLC/ACE grant funding aligns directly with the both districts' goals, as well as those of the specific school campuses. TISD's guiding pillars champion the notion that high student achievement, in a 21st century environment, is a direct result of 1) staff delivering and students engaging in rigorous learning, 2) high quality and safe learning environments (physical and socioemotional), 3) transparency and decisions that support long-term financial stability, and 4) engagement with the community. Moreover, the focus on engaging and communicating with parents represents a central goal of TISD, similarly appearing in DISD's District Improvement Plan (DIP). DISD's most recent DIP prioritizes improving student outcomes on state assessments. Thus, this partnership expands the opportunity to prepare students in the high-need areas to ensure mastery of the TEKS and success on the STAAR state mandated assessment. Given the alignment of the LEAs needs with CISDR's experience in the provision of supplemental services related to academic, social, emotional needs of students and families, the joint extension into after school programming meets organizational and community needs that are currently unmet. Texas Education Code is clear in requiring every school district to develop a plan for student improvement. This initiative specifically will be incorporated into future planning to dedicate facilities, human resources, and funding resources to the program to ensure sustainability.

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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.

PASS adopts a theory of change based on Gottfredson's (1981) Theory of Circumscription, Compromise, and Self-Creation (CCSC), Granger's (2008) Sequenced, Active, Focused, and Explicit (SAFE) requirements for effective academic programming, and the Collaborative for Academic, Social, and Emotional Learning's (CASEL) framework.

1) Academic Performance/Achievement: Granger's (2008) review of academic intervention finds the highest efficacy in activities adopting the SAFE approach. PASS adopts activity-focused, project-rich, individualized literacy development and STEM skill building, consistent with SAFE. Encouraging students to hone their abilities using self-selected topics and sequencing skill building, helps meet their learning needs. Research confirms that supportive afterschool programs offering targeted interventions via structured interactions between students and adults, the basis for PASS's mentoring approach, improves standardized test scores and academic achievement (Leos-Urbel, 2015), which is magnified by alignment with school day curriculum, delivered by trained teachers (Fashola, 1998).

2) Socioemotional Learning (SEL): PASS's youth development component rests on engaging students in SEL. CASEL incorporates five dimensions of competency related to prosocial behavior, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL program participants show a higher capacity to manage stress and emotions, more positive attitudes about self/identity, stronger classroom engagement, lower rates of absenteeism, and fewer behavioral problems (Durlak & Mahoney, 2019). Because SEL programming helps students develop sound decision making, it also improves academic performance, leading to an average gain of 11 percentile points (Durlak et al., 2011; CASEL, 2020).

3) Postsecondary/Workforce Preparation (PWP): Tackling perceptions about college/career using Gottfredson's (1981) CCSC and SEL development to refine critical thinking, PASS assists older students in cognitive mapping, career identification, and goal setting. For younger students, dreaming/role playing assists students in developing a self concept that is inclusive of diverse career options, and avoids limitations related to perceptions (Gottfredson, 2005). PASS re-opens the landscape of opportunities, reorients students' mindsets and enhances PWP.

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.

PASS centers are located on the respective campuses of students, minimizing barriers for families, allowing for equal access to programming, and eliminating the need for transportation TO the site. Prior to program launch, parents will complete enrollment paperwork, which includes transportation options. Parents will indicate whether their student(s) require busing, will be picked up (specifying allowable individuals), or will walk home (for middle school/older elementary). Following the conclusion of the program each day, transportation will be provided FROM the program site for students whose parents have elected for bus transportation. If transportation needs change, families can amend their transportation agreement.

Dismissal: Dismissal procedures and times will be provided to families prior to program launch. Student dismissal will be age-graded to conform to a supervision rate of 1 adult to every 15 children, and additional support for younger students. Students will be further grouped according to transportation types as follows: 1) Walking: Students who normally walk to/from school will be assembled together at the end of each day. Students designated as walkers will only be permitted to leave if their parents have signed a waiver indicating that they are allowed to walk home, and conditions at dismissal are safe to leave the school campus. If staff deem that student safety is compromised due to immediate conditions surrounding the campus (inclement weather, immediate presence of crime, etc.) parents will be alerted and staff will remain with the students until an alternative is identified. 2) Pick Up: Students who are picked up from the center must be signed out by the adult identified on their transportation agreement. Drivers will be required to provide ID to verify their identity when signing students out of the center. Any changes in approved drivers must be submitted to Site Coordinators in writing, and included in a revised transportation agreement. 3) Busing: District buses, contracted through the district and included in the program budget to minimize transportation barriers, will be engaged for students without alternative transportation. Program staff will wait with riders until the bus arrives each day, and checking students out.

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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.

CISDR and partner schools will cooperate in the development of a multi-tiered strategic plan for PASS program communications. As CISDR maintains a full-time communications/marketing professional on staff, the program will be utilizing their expertise to promote community awareness. If awarded funding, CISDR's Director of Communication will issue a press release to alert the community to the academically-oriented afterschool program in participating schools. In addition, information will be disseminated using: 1) Targeted Invitations: To access the students most in need, targeted invitations will be sent to area families who meet the criteria established for the program. Letters and emails would explain the opportunity, provide key program activities, and include the program director's contact information so that families can make inquiries. 2) Community Conversation: Prior to the launch of the program, each school will host a community conversation about the afterschool program, introducing it to stakeholders, families, and community organizations. Community Conversations will take place at the school campuses or virtually (if necessary). 3) Digital/Print Marketing: Community based digital marketing, geo-targeting, and other audio/visual material will be fashioned around the afterschool program, available in English and Spanish to reduce language barriers, and presented on social media sites (Facebook/Twitter), Parent Portals, and school websites throughout the academic year. Campus-based digital newsletters will also include information on the program, how students can qualify, and the expectations attached to participation. On campus, flyers and posters will advertise and promote enrollment to students/families. 4) Follow Up Communications: Once students and their parents/caregivers have demonstrated interest/enrolled in the program, program personnel will use phone calls, emails, social media, and Remind messaging to communicate directly with families. 5) Branding: All materials disseminated will include the Texas ACE branding and associated logo. Further, the program intends to capitalize on the customizable templates already produced by the Texas ACE brand.

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.

CISDR, partnering with DISD and TISD, as well as other community-based and social service agencies, benefits from a complete network of local care and service providers, addressing overarching issues which exist as part of the root cause of unequal student outcomes and harnessing on campus initiatives to promote student success.

    CISDR's C3 Consortium coordinates the provision of external services directly to students, parents, and community members to address unmet needs for students and families through collaborative efforts and the leveraging of combined resources at the local level. PASS will benefit from coordination with local higher education partners like Dallas College, Texas A&M - Commerce, Texas Christian University, Texas Women's University, University of North Texas (UNT), UNT-Dallas, and the national test preparation company, The Princeton Review, to furnish college/career exposure. Behavioral health partners will furnish additional counseling, curriculum, mental health education, and volunteers, closing mental health service gaps, and supporting student and family education. Similarly, given the potential of area students to experience adverse childhood events, we coordinate efforts with Catholic Charities Dallas, Child Protective Services, City House, CitySquare, Dallas Area Rape Crisis Center, Dallas Children's Advocacy Center, Family Place, Genesis Women's Shelter, Hope's Door New Beginning Center, Metrocrest Services, Mosaic Family Services, North Texas Food Bank, Our Friends Place, and Promise House.

    Funding for a substantial portion of CISDR's existing programs is provided through Texas Education Agency (TEA) administration of federal programs, including State Compensatory Education Funds and TANF, with matching funds contributed by individual schools participating in CISDR's regular school day program. The proposed project will supplement current school day services, which relies on TEA and campus funding, by addressing students' academic support and enrichment needs, and families' needs related to accessible afterschool care. CISDR routinely coordinates with local nonprofits, state agencies, and federal entities in order to improve student outcomes.

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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.

Sustainability of the collaborative design proposed for this program with TISD and DISD represents an expansion of the ongoing relationship between CISDR and the district schools we serve. The addition of an after-school component in the form of PASS capitalizes on the current connections between CISDR and campus partners. Currently, CISDR services are supported with a braided funding model, including full or partial school district matching, TEA funding, competitive local, state, and federal grants, private foundation and individual donors, nonprofit foundation grants, and fundraising events. CISDR plans to continue all regular fundraising initiatives and pursue specific funding strategies targeting afterschool program sustainability, including:
- Campus budget allocations, which would include a cost sharing component related to programming
- A major gifts program directly related to afterschool programming to address widespread community needs
- Cause marketing, with guided funding requests made to local corporate entities addressing the dual benefits of funding afterschool programming insofar as it satisfies the local need for employees' families to access safe, high quality afterschool care and their own need for a prepared and educated workforce
- Social media marketing and matching, soliciting small donations that are matched by corporate organizations
    The funding, resources, and guidance provided through the Texas ACE Blueprint allow CISDR and partner schools to implement programming that is otherwise unavailable in the community. The coaching, oversight, and feedback that would result from securing funding through the 21st Century CCLC grant will allow PASS to effectively measure program outcomes participate in grantee trainings, and ensure the development of quality programming. The name recognition associated with Texas ACE and CCLC also provides additional exposure for the program, as prospective funders are likely aware of the program and the profound needs it serves.

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)

CISDR benefits from the support of approximately 1,100 background-checked, trained volunteers who provide mentoring, event support, and campus connections with students through weekly coaching. Although COVID-19 challenges volunteer placement/utilization, staff have converted elements of service delivery to a virtual format, while still scheduling in-person volunteers on campuses which allow visitors. By recruiting community members, family members, and corporate volunteers, neighborhoods surrounding schools become more invested in the success of their students, representing an important role in building community ties between stakeholders and students. The process for onboarding prospective volunteers involves:
  1) Application: Initially, all volunteers are directed to our website at https://cisdallas.org/volunteer-application/ to apply, completing basic information and the DPS CCH form for criminal history background checks.
  2) Screening: A criminal history background check and reference check is performed and answers to the interest questions are reviewed by CISDR staff to assess degree of fit with direct service volunteering. Although most volunteers are not teachers/seeking teaching degrees, CISDR staff will use the Factors Influencing Teaching Choice scale (FIT-Choice scale) to assess campus placement potential (Watt & Richardson, 2007).
  3) Training: Volunteers receive training through CISDR and host schools. Training includes child/adolescent development, population served/specific needs, CISDR theory of change and intervention strategies. Volunteers also complete webinar trainings that address best practices in academic interventions, SEL, development of social/cultural capital, coaching, and curriculum.
  4) Matching: Volunteers will be matched with a campus based on experience, comfort with specific ages of students, program need, and the assessment of FIT-Choice scale. Possible roles include: academic tutor, mentor, SEL coach, or enrichment specialist.
  5) Campus Orientation: On campuses, school staff and Site Coordinators will train volunteers on school policy, provide an overview of the student population served, and curriculum alignment.

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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.

Recruiting and retaining students is fundamental to ensuring student success. In addition to attendance, the Harvard Family Research Project advocates for after school programming dosage to also consider the breadth of activities, finding 3-5 activities optimize the impact on standardized math and reading assessments (Witt, 1996). The strategic plan for program recruitment and retention includes: 1) EXPOSURE & EXPLORATION: Print and social media marketing and information session for students and families introducing the PASS program. Information sessions will occur both face-to-face and virtually. Teachers, Counselors, the Family Engagement Specialist, and other staff provide both face-to-face and virtual sessions guiding prospective students and their families in prospective program activities, highlighting what the PASS program can offer students, and explaining how it maps onto their specific goals. 2) ENROLLMENT: Enrollment into the program will occur on a rolling basis, and marketing of the program will occur throughout the school year. During enrollment, emphasis on consistent attendance will encourage parents to participate in program activities and urge their student(s) to attend. SMART Goal 1: By the end of the first year, 75% of targeted at-risk students at each school site will have attended at least 45 days of after school programming. 3) EXPERIENCE: Immersion in PASS will be guaranteed through the engagement of students in the curriculum, attentive to individual academic and socioemotional needs, while providing a structured environment replete with entertaining, disarming, dynamic, and diverse activities (3-5) designed to hold students' attention. 4) EVALUATION: Ongoing evaluation of student and family needs, including the solicitation of feedback from families and students that assess their level of satisfaction, interest, and commitment to the program will allow for the expansion of program elements to prevent student attrition and support ongoing enrollment. SMART Goal 2: By the end of the first year, 50% of participating students will have attended more than 75 days of after school programming.

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 needs assessment revealed marked disparities in the proportion of economically disadvantaged and at risk youth at all program sites when compared to the state average. Additionally, STAAR assessment outcomes at the schools, all classified as Title I, regularly fell below state averages, while ESL/LEP status at a significant proportion of the sites posed challenges for standard educational curriculum. Further, the lack of available afterschool programming for working parents emerged in an analysis of the community resources within the school neighborhoods. The operating schedule (M-F, 3:00-6:00 PM) and the coordination of services with school curriculum is designed around the needs of parents and their students in community to access safe, consistent, and meaningful after school programming. Removing program participation barriers related to cost, transportation, and quality, PASS is comprised of research-based, high quality, individualized academic interventions, cultural and social enrichment, and socioemotional learning designed to improve student performance on standardized assessments (math and literacy focus), improved GPA, reduced absenteeism and truancy, and improved classroom behavior and engagement, social issues that each of the identified program sites contend with routinely.

Staffing/budgeting at campuses will include: 1 Site Coordinator, 1 Certified Teacher, and 3 Academic Coaches/ Mentors, for a total of 5 program staff directly on site and a 1:15 staff to student ratio with a targeted reach of 75 students per campus. A Family Engagement specialist will float between the campuses to continually assess the level of parent participation and leverage partnerships to improve program offerings tailored to parent and student feedback. Individualized case management and plan evaluation will occur every 6-9 weeks to allow for program modifications, and an external evaluator will provide an evaluation of each program site to measure efficacy and identify gaps in service provisions. Finally, third-party evaluation of percentage of students showing improvement in behavior, attendance, and academics will be used to ensure high quality programming at each center.

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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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

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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.	10 Campus/ Site Coordinators	$498,150
2.	1 Program Director	$69,180
3.	1 Family Engagement Specialist	$58,220
4.	10 Part-Time Certified Teachers ($60 per day @ 180 days) + taxes	$124,200
5.	30 Part-time Tutors/ Interns ($49.5 per day @ 180 days) + taxes	$307,395

Professional and Contracted Services

6.	Transportation- Buses for 7 Dallas ISD Campuses ($99 per day @ 180 days for 7 campuses)	$124,740
7.	Transportation- Buses for 3 Terrell ISD Campuses ($83 per day @ 180 days for 3 campuses)	$44,820
8.	Travel to Texas ACE State and regional training, meetings, conferences and workshops	$18,000
9.	1 Independent Evaluator for 10 Campuses	$30,000
10.		

Supplies and Materials

11.	Total supplies and materials (750 students @ $20)	$15,000
12.	Nutritious snack- provided to student during program (750 students @ $15)	$11,250
13.		
14.		

Other Operating Costs

15.	Indirect Costs (8% Included below @ $109,796)	
16.	Direct Administrative Support Costs (Included below @ $43,000)	
17.	Background Checks	$1,000

Capital Outlay

18.	Computer hardware and software for program	$28,500
19.		
20.		

Direct and indirect administrative costs: $152,796

TOTAL GRANT AWARD REQUESTED: $1,483,251

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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

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Center Operations Schedule

County-district number or vendor ID: 1752044117

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	129906109	Dr. Bruce Wood Elementary School 121 Poetry Rd, Terrell, TX 75160 Dr. Larry Polk, Assistant Superintendent 972-563-7504	N/A	K-5	75	25
2	129906107	J.W. Long Elementary School 300 Creekside Dr, Terrell, TX 75160 Dr. Larry Polk, Assistant Superintendent 972-563-7504	N/A	K-5	75	25
3	129906108	Gilbert Willie Sr. Elementary School 1400 S Rockwall St, Terrell, TX 75160 Dr. Larry Polk, Assistant Superintendent 972-563-7504	N/A	K-5	75	25
4	057905247	Felix G. Botello Elementary 225 S. Marsalis Ave., Dallas, TX 75203 Maria Puente, Principal 972-563-7504	N/A	PK-5	75	25
5	057905181	Maple Lawn Elementary 3120 Inwood Rd, Dallas, TX 75235 Oscar Aponte, Principal 972-925-2504	N/A	PK-5	75	25
6	057905077	Hector Garcia Middle School 700 E 8th St, Dallas, TX 75203 David Lee, Principal 972-502-5500	N/A	6-8	75	25
7	057905068	Raul Quintanilla Middle School 2700 Remond Drive, Dallas, TX 75211 Tameca Ward, Principal 972-502-3200	N/A	7-8	75	25
8	057905012	Pinkston Middle/High School (Formerly Edison/Now Combined with L.G. Pinkston High School) 2200 Dennison Street, Dallas, TX 75212 Marlon Brooks, Principal 972-502-2700	N/A	7-8	75	25
9	057905055	Thomas J Rusk Middle School 2929 Inwood Road, Dallas, TX 75235 Gerardo Hernandez, Principal 972-925-2000	N/A	6-8	75	25
10	057905046	Young Men's Leadership Academy at Fred F. Florence Middle School 1615 N Masters Dr, Dallas, TX 75217 Dr. Christopher J. Barksdale, Principal 972-749-6000	N/A	6-8	75	25

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022	

(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.

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	129906109	Dr. Bruce Wood Elementary School 121 Poetry Rd, Terrell, TX 75160 Dr. Larry Polk, Assistant Superintendent 972-563-7504	K-5	75	25
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/21	12/21/21	17 weeks
Spring Term	01/03/22	05/27/22	18 weeks
Summer Term			
Total number of weeks:			35 weeks

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			3:00	6:00			3:00	6:00				
Tuesday			3:00	6:00			3:00	6:00				
Wednesday			3:00	6:00			3:00	6:00				
Thursday			3:00	6:00			3:00	6:00				
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15 hours/Week				15 hours/Week							

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Parent/Guardian activities will tentatively take place on the **first** Wednesday evening of each month, and the **third** Saturday of each month to minimize barriers and offer evening/weekend times outside of work hours. These days and times will be adjusted according to survey results assessing parent availability.

Texas ACE **Center Operations Schedule (one per center)**		**Program Year 2021-2022**

(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.

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	129906107	J.W. Long Elementary School 300 Creekside Dr, Terrell, TX 75160 Dr. Larry Polk, Assistant Superintendent 972-563-7504	**K-5**	**75**	**25**
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/21	12/21/21	17 weeks
Spring Term	01/03/22	05/27/22	18 weeks
Summer Term			
Total number of weeks:			35 weeks

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			3:00	6:00			3:00	6:00				
Tuesday			3:00	6:00			3:00	6:00				
Wednesday			3:00	6:00			3:00	6:00				
Thursday			3:00	6:00			3:00	6:00				
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15 hours/Week				15 hours/Week							

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Parent/Guardian activities will tentatively take place on the **first** Wednesday evening of each month, and the **third** Saturday of each month to minimize barriers and offer evening/weekend times outside of work hours. These days and times will be adjusted according to survey results assessing parent availability.

Texas ACE Center Operations Schedule (one per center)					Program Year 2021-2022		

(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.

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	129906108	Gilbert Willie Sr. Elementary School 1400 S Rockwall St, Terrell, TX 75160 Dr. Larry Polk, Assistant Superintendent 972-563-7504			K-5	75	25
Feeder							
Feeder							

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/21	12/21/21	17 weeks
Spring Term	01/03/22	05/27/22	18 weeks
Summer Term			
Total number of weeks:			35 weeks

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			3:00	6:00			3:00	6:00				
Tuesday			3:00	6:00			3:00	6:00				
Wednesday			3:00	6:00			3:00	6:00				
Thursday			3:00	6:00			3:00	6:00				
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15 hours/Week				15 hours/Week							

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Parent/Guardian activities will tentatively take place on the **first** Wednesday evening of each month, and the **third** Saturday of each month to minimize barriers and offer evening/weekend times outside of work hours. These days and times will be adjusted according to survey results assessing parent availability.

A1-4

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022	

(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.

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	057905247	Felix G. Botello Elementary 225 S. Marsalis Ave., Dallas, TX 75203 Maria Puente, Principal 972-502-4600	**PK-5** *Program Serving K-5	**75**	**25**
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/21	12/21/21	17 weeks
Spring Term	01/03/22	05/27/22	18 weeks
Summer Term			
Total number of weeks:			35 weeks

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			3:00	6:00			3:00	6:00				
Tuesday			3:00	6:00			3:00	6:00				
Wednesday			3:00	6:00			3:00	6:00				
Thursday			3:00	6:00			3:00	6:00				
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15 hours/Week				15 hours/Week							

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Parent/Guardian activities will tentatively take place on the **second** Wednesday evening of each month, and the **second** Saturday of each month to minimize barriers and offer evening/weekend times outside of work hours. These days and times will be adjusted according to survey results assessing parent availability.

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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	057905181	Maple Lawn Elementary 3120 Inwood Rd, Dallas, TX 75235 Oscar Aponte, Principal 972-925-2504	**PK-5** *Program Serving* **K-5**	**75**	**25**
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/21	12/21/21	17 weeks
Spring Term	01/03/22	05/27/22	18 weeks
Summer Term			
Total number of weeks:			35 weeks

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			3:00	6:00			3:00	6:00				
Tuesday			3:00	6:00			3:00	6:00				
Wednesday			3:00	6:00			3:00	6:00				
Thursday			3:00	6:00			3:00	6:00				
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15 hours/Week				15 hours/Week							

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Parent/Guardian activities will tentatively take place on the **second** Wednesday evening of each month, and the **second** Saturday of each month to minimize barriers and offer evening/weekend times outside of work hours. These days and times will be adjusted according to survey results assessing parent availability.

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022	

(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.

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	057905077	Hector Garcia Middle School 700 E 8th St, Dallas, TX 75203 David Lee, Principal 972-502-5500	**6-8**	**75**	**25**
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/21	12/21/21	17 weeks
Spring Term	01/03/22	05/27/22	18 weeks
Summer Term			
Total number of weeks:			35 weeks

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			3:00	6:00			3:00	6:00				
Tuesday			3:00	6:00			3:00	6:00				
Wednesday			3:00	6:00			3:00	6:00				
Thursday			3:00	6:00			3:00	6:00				
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15 hours/Week				15 hours/Week							

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Parent/Guardian activities will tentatively take place on the **third** Wednesday evening of each month, and the **first** Saturday of each month to minimize barriers and offer evening/weekend times outside of work hours. These days and times will be adjusted according to survey results assessing parent availability.

Texas ACE Center Operations Schedule (one per center)			Program Year 2021-2022	

(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.

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	057905068	Raul Quintanilla Middle School 2700 Remond Drive, Dallas, TX 75211 Tameca Ward, Principal 972-502-3200	**7-8**	**75**	**25**
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/21	12/21/21	17 weeks
Spring Term	01/03/22	05/27/22	18 weeks
Summer Term			
Total number of weeks:			35 weeks

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			3:00	6:00			3:00	6:00				
Tuesday			3:00	6:00			3:00	6:00				
Wednesday			3:00	6:00			3:00	6:00				
Thursday			3:00	6:00			3:00	6:00				
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15 hours/Week				15 hours/Week							

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Parent/Guardian activities will tentatively take place on the **third** Wednesday evening of each month, and the **first** Saturday of each month to minimize barriers and offer evening/weekend times outside of work hours. These days and times will be adjusted according to survey results assessing parent availability.

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022

(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.

Center 8	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP	*Grade Levels Served*	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target
Center	057905012	Pinkston Middle School (Formerly Edison/Now Combined with L.G. Pinkston High School) 2200 Dennison Street, Dallas, TX 75212 Marlon Brooks, Principal 972-502-2700	7-8 (9-12 HS not serving)	75	25
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/21	12/21/21	17 weeks
Spring Term	01/03/22	05/27/22	18 weeks
Summer Term			
Total number of weeks:			35 weeks

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			3:00	6:00			3:00	6:00				
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Thursday			3:00	6:00			3:00	6:00				
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15 hours/Week				15 hours/Week							

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Parent/Guardian activities will tentatively take place on the **third** Wednesday evening of each month, and the **first** Saturday of each month to minimize barriers and offer evening/weekend times outside of work hours. These days and times will be adjusted according to survey results assessing parent availability.

Texas ACE Center Operations Schedule (one per center)		Program Year 2021-2022

(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.

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	057905055	Thomas J Rusk Middle School 2929 Inwood Road, Dallas, TX 75235 Gerardo Hernandez, Principal 972-925-2000	6-8	75	25
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/21	12/21/21	17 weeks
Spring Term	01/03/22	05/27/22	18 weeks
Summer Term			
Total number of weeks:			35 weeks

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			3:00	6:00			3:00	6:00				
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Thursday			3:00	6:00			3:00	6:00				
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15 hours/Week				15 hours/Week							

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Parent/Guardian activities will tentatively take place on the **third** Wednesday evening of each month, and the **first** Saturday of each month to minimize barriers and offer evening/weekend times outside of work hours. These days and times will be adjusted according to survey results assessing parent availability.

Texas ACE Center Operations Schedule (one per center)	Program Year 2021-2022

(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.

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	057905046	Young Men's Leadership Academy at Fred F. Florence Middle School 1615 N Masters Dr, Dallas, TX 75217 Dr. Christopher J. Barksdale, Principal 972-749-6000	6-8	75	25
Feeder					
Feeder					

Program Operations	Start Date (MM/DD/YY):	End Date (MM/DD/YY):	Total Weeks
Summer Term Jump Start *(Must be approved in NOGA)*			
Fall Term	08/23/21	12/21/21	17 weeks
Spring Term	01/03/22	05/27/22	18 weeks
Summer Term			
Total number of weeks:			35 weeks

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
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Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15 hours/Week				15 hours/Week							

Adjunct Sites, If applicable (site name and full address)	N/A
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
Parent/Legal Guardian Activities	Parent/Guardian activities will tentatively take place on the **third** Wednesday evening of each month, and the **first** Saturday of each month to minimize barriers and offer evening/weekend times outside of work hours. These days and times will be adjusted according to survey results assessing parent availability.

Center Student Demographics from Part I: Identify Address Needs
9.1 Statutory/Program Requirements

Dallas ISD	TEA/DISD Data				CCLC Proposed Service Population		
	Student Enrollment	Econ. Disad. (ED)	At-Risk %	ESL/ LEP %	Proposed Students	Student % of Pop	Proposed Parents
Elementary School Campuses							
Felix G. Botello Elementary	542	95%	74%	69%	75	14%	25
Maple Lawn Elementary	636	95%	64%	46%	75	12%	25
Middle School Campuses							
Hector Garcia Middle School	773	93%	86%	69%	75	10%	25
Raul Quintanilla Middle School	690	92%	80%	57%	75	11%	25
Young Men's Leadership Academy	870	88%	85%	90%	75	9%	25
Thomas J. Rusk Middle School	582	94%	81%	56%	75	13%	25
L.G. Pinkston Middle High School	312 (7-8 Grade)	92%	80%	42%	75	24%	25
Terrell ISD	TEA/TISD Data				CCLC Proposed Service Population		
	Student Enrollment	Econ. Disad. (ED)	At-Risk%	ESL/LEP%	Students	As % of Pop	Parents
Elementary School Campuses							
Dr. Bruce Wood Elementary	622	73%	56%	25%	75	12%	25
J.W. Long Elementary School	693	75%	62%	30%	75	11%	25
Gilbert Willie Sr. Elementary School	724	84%	54%	30%	75	10%	25

COMMUNITIES IN SCHOOLS OF THE DALLAS REGION, INC.
1341 W. Mockingbird Ln Ste. 1000E Dallas, Texas 75247
Tel (214) 827-0955 • Fax (214) 827-2163
www.cisdallas.org

February 9, 2021

Ms. Charlotte Wehrman
Grant Manager, Competitive Grants Unit
Texas Education Agency
Charlotte.Wehrman@TEA.Texas.gov

Dear Ms. Wehrman,

We are excited to be a part of the Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 grant program. This letter of agreement between Communities In Schools of the Dallas Region, Inc. (CISDR) and Terrell ISD identifies the key elements of this initiative.

Reflective of our partnership, CISDR will place one (1) professional staff on site at:

- Dr. Bruce Wood Elementary School
  121 Poetry Rd, Terrell, TX 75160

- J.W. Long Elementary School
  300 Creekside Dr, Terrell, TX 75160

- Gilbert Willie Sr. Elementary School
  1400 S Rockwall St, Terrell, TX 75160

in Terrell ISD for the creation/expansion of community learning centers that provide academic enrichment opportunities during non-school hours for students. Each of these community learning centers will:

- Provide opportunities for academic enrichment, including tutoring services to help students, particularly those with an identified need for support;
- Offer students a broad array of non-academic services designed to reinforce and complement the regular school day; and
- Offer families of students served by community learning centers additional opportunities for engagement in their children's education.

This agreement will become operative at the start of the school year in August 2021 and will extend through June 2022 assuming receipt of the 21st century grant. Such cooperation is key to the accomplishments achieved by the many students who have benefited. This letter of agreement reflects the continuation of the effectiveness of this alliance.

Sincerely,

Adam Powell,
President & CEO
Communities In Schools of the Dallas Region
adamp@cisdallas.org
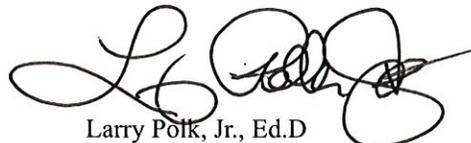
Larry Polk, Jr., Ed.D
Assistant Superintendent
Terrell Independent School District
larry.polk@terrellisd.org