



**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](mailto:competitivegrants@tea.texas.gov)

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

**Grant period:** From  to  **Pre-award costs:**

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Date

Grant Writer Name  Signature  Date

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

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**3. Shared Services Arrangements**

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

Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing the fiscal agent and SSA member responsibilities. All participants understand that the "Shared Services Arrangement Attachment" must be completed and signed by all SSA members, and submitted to TEA before the 80% reserve on the NOGA is lifted.

**4. Identify/Address Needs**

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

Quantifiable Need	Plan for Addressing Need
One hundred students will improve one letter grade in core subjects, decrease disciplinary referrals by 10%, and increase attendance by 10%.	Offer families of students served by the community learning centers opportunities for literacy and related educational development. These services may be provided during or after school hours (including summers).
One hundred students will have attendance rates of at least 90%	Offer students a broad array of additional services, programs, and additional services, programs and activities such as mental health, mentoring, art, music and recreation programs
Eighty five percent of students in program will be promoted to the next grade.	Provide after-school programming that is focused on improving achievement and student "soft skills" while promoting post-secondary education with a focus on STEM careers. The proposed program aligns with ACE program purposes and goals.

**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.

Our partnership with Communities in Schools of the Dallas Region (CISDR) will allow Garland ISD to improve the academic, behavioral, and attendance measures for students through an intentional evidence-based measurable process. This proven model will result in academic advancement, improved social behavior, mental health improvement, and increased retention/graduation rates.

**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**

Every CIS student must end the school year with improvements in academics (85% minimum), attendance (75% minimum), and behavior (80%). Communities In Schools of the Dallas Region has historically met or exceeded those required results.

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**6. Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

Every CIS student must end the school year with improvements in academics (85% minimum), attendance (75% minimum), and behavior (80%). Communities In Schools of the Dallas Region has historically met or exceeded those required results.

**Third-Quarter Benchmark**

Every CIS student must end the school year with improvements in academics (85% minimum), attendance (75% minimum), and behavior (80%). Communities In Schools of the Dallas Region has historically met or exceeded those required results.

**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.

Data collection and evaluation processes are intentionally designed for external evaluators to objectively assess and measure the programs progress toward the goals, objectives, and qualitative methods for examining the effectiveness of the project and the strategies involved. Data collection will be consistent throughout the grant year and will be oversenn by the project director and implemented by the site coordinators and the Family Engagement Specilaist. Garland ISD will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Garland ISD will comply with state and local evaluation requirements. Furthermore, site coordinators and the project director will collect program-level quanitative data for the external evaluator. Data will be analyzed for changes from fall to spring for core gpa chage, number of activities offered at each site, student enrollment and attendance at each site and referral. Additionally, programmatic data will be kept by site coordinators including number and participation of staff trainings and staff meetings. Parent meetings and events coupled with partnerships and other funding sources will be collected and transferred to the evaluator.

Qualitative data (including site visits and interviews of the project director and site coordinator(s)) will be completed by the external evaluator., Site visits will be conducted as required and needed. During each site visit, the evaluator will assess staffing information, partnerships, and other funding sources. The external evaluator will use the tools provided to produce a forthright and credible assessment of the program. Recommendations will be made at both the programmatic and site levels. This report will be submitted to TEA. Site evaluations will remain on file at each site for parental review.

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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.

- Describe the needs assessment process, center-level needs assessment process, multiple sources of data used, and stakeholder feedback that occurred for this grant application.
- 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.
- 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.

Garland ISD convened meetings of stakeholders with representatives including teachers, administrators, parents, students, business representatives, university and community college personnel, and community-based organization members in order to evaluate the existing partnerships and community resources currently being utilized by each school/center location. An analysis of student performance data from respective schools was evaluated and the performance data was cross-referenced and aligned with available resources.

Stakeholder meetings identified available out-of-school time services for each respective campus. All campuses provide some type of school-sponsored tutorial. In addition, students at most campuses have access to some type of recreational activity, yet no more than two days per week. These include community service, recreational sports and faith-based activities. These activities are available at some of the campuses; however, others are offered at locations too distant from the schools. Many students are unable to participate due to the distance from the school and lack of available transportation and inaccessible at times convenient for working families. It was noted that community resources continue to fail to provide opportunities in the areas of accelerated instruction, science, technology, engineering, math, fine arts, conflict resolution, family involvement, family training/education, mentoring, mental health, and college and career awareness/readiness. Campus improvement plans highlight the need for increased parent involvement in education, including increased connectivity to their child's performance in school. Research constantly demonstrates that higher levels of parental and teacher support leads to increased student self-perception and ultimately higher engagement and achievement (Fall & Roberts, 2012). However, barriers to parent participation in school or afterschool activities exist, with significant obstacles for working and single parents.

GISD summarized the recommendations and compared the needs to its existing areas of expertise. Several key elements continue to emerge in the following areas:

- \*Academic assistance: academic skill development, academic intervention, student engagement, mental health, mentoring, computer and technology literacy, engineering design and process and accelerated instruction in mathematics and science
- \*Enrichment: computer gaming and technology, cultural awareness and leadership training
- \*Family and parental services: technology, literacy, school improvement planning, college and environmental awareness
- \*College and workforce readiness: career counseling, college admissions, college visits, critical thinking, time management and college readiness

Schools selected to participate in the grant enroll a high percentage of at-risk and economically disadvantaged students. Many of the schools are making significant strides in student standardized test performance, but a gap does lie among the at-risk and economically disadvantaged students. Early intervention is the best way to ensure schools are able to make the transition to serving the changing populations of their schools and Garland ISD has a history of helping schools reach diverse populations.

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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 program employs a team of degreed professionals with backgrounds in social work, education and/or psychology. Every student recommended to CIS is result of a teacher, parent, friend, and faculty – anyone who finds a child in need of help. From first meeting, the CIS site coordinator is assessing and developing a plan of action to address what is broken. Their activities range from individual tutoring to talk therapy small group interaction to home visits to engage a disconnected family. CIS ensure students have everything they need to work to their potential – at times it may be clothing or school supplies, or more complicated facets such as a better grasp of core curriculum or an untended mental health issue. In addition to addressing the core curriculum, attendance and behaviors issues which cause academic failure, CIS provides supplemental projects which work to further the reach and increase student engagement.

Students are identified by teacher, counselor, SRO, parent, school staff, etc. as functioning below potential in academics, attendance, and/or behavior. The referral process is provided with a formal recommendation form-to document observed issues (truancy, high number of disciplinary referrals, family crisis resulting in behavioral outbursts, failing core subjects, etc.) CIS meets with the student to explore issues presented. A packet is sent home to schedule a conversation or visit to ensure parent is aware of the program, assess family concerns and needs, and allow CIS to work on key goals with their child. This will also provide CIS with insight into how to better support the parents in the academic process with their child. Once connected to the parent, CISDR returns to the referral source to further engage in the content submitted. Recent grades, attendance, and behavioral reports are researched and conversations with the student are completed. An assessment plan is developed within 30 days and the student is placed on the site coordinator caseload to receive on-going check-ins (no less than once a week). Each child will have a student file that indicates thier focused need for academic, behavioral or attendance support. Those in need of academic support, include notes from their teachers to identify tutorial needs. Students are assigned a vetted, Garland ISD cleared mentor to provide academic tutoring in reading and math. Students participate in small group tutorials in alignment with campus faculty directives and curriculum. Student's parents are engaged (via phone calls and home visits) to ensure the child has everything they need to succeed at home, including supplies, space, time, etc. Parents are also coached in how to acess the school's parent portals and will help the family gain resources and tools needed to do so. Students with identified needs participate in weekly, small behavioral groups to address issues around anger management, impulse control, self-esteem, gender-related social skills (girls/boys). CISDR site coordinators are supervised by a team of professionals, with a long history of direct student services and certified in CIS integrated student support methodologies. The organization employs supervisory and management staff with at least 15+ years' experience in the CIS social-emotional mission and model. Compliance site visits occur twice per month during the staffers initial 3-month campus placement, and targeted individual supervision every two weeks. Student files (protected under FERPA) are randomly selected for compliance audits and peer review. Audits will include key markers and "points" which will indicate: adherence to services based on student status and referral reason, necessary documentation/releases/permissions, alignment between principal's initial meeting notes regarding preferred student intervention focus, use of student support funds, amount of time on task and relationship building within the campus site and surrounding community resources.

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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.

Research has found that programs with structured and focused, well-organized activities foster engagement and facilitate high quality learning opportunities (Gerstenblith et al, 2005; Abreton, Goldsmith, & Sheldon, 2005). The program will provide intentional, research-based activities that are designed to align with state standards, and school day curriculum. Intentionality in activity design will ensure students are provided opportunities for enhanced learning in a safe, fun, and engaging environment.

Research-based academic instruction will reinforce and enhance school-day learning through structured homework completion, and small group tutoring. Innovative best practices will include the integration of SMART goals (Specific, measurable, achievable, relevant, and timely). The impact will reflect academic instruction and engaging STEAM activities build student competencies and skill mastery, equipping students to think critically.

Research-based enrichment activities will promote skill development and enhanced student engagement through character building activities, service learning activities, and behavior/restorative practices small groups (1:10). Innovative best-practices will include utilizing Voice and Choice to guide activity selection and strategic involvement of parents and adult advocates to foster the development of social skills, self-esteem, and well-being. Enrichment activities promote skill development and enhanced student engagement through activities such as music production, art and design, drama, and dance. A broad array of enrichment activities and restorative practice behavior intervention will complement and enhance the academic-related activities of the regular day.

Research-based family engagement activities will provide education support, opportunities for involvement, and meaningful engagement for parents and families. Effective engagement programs link parental involvement to student learning, including shared reading, interactive homework and learning support workshops (Hanover Research, 2014). The program will offer classes in financial literacy, computer literacy, ESL, life skills and parenting. Research-based practices include providing opportunities for leadership, building personal relationships through the Family Engagement Specialist, and collaborating with student activities to promote whole-family engagement.

Research-based College and Career Readiness activities will develop 21st century skills and post-secondary knowledge that will build upon the school day. Activities will include SMART goal setting, building teamwork, developing leadership, building resiliency, practicing self-discipline, developing critical thinking skills, enhancing creativity, practicing perseverance, and developing support networks. Students will be exposed to a variety of post-secondary settings and processes and will develop the skills and knowledge necessary for college and career readiness.

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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

Garland ISD will partner with Communities in Schools of the Dallas Region (CISDR) provides school-based counseling to partner school districts, addressing the needs of children experiencing mental/behavioral health issues, family crisis, or distress impacting school climate, and safety. CISDR serve children whom are labeled as "least likely to succeed" as a result of events that fall beyond their control. CISDR staff use many methods to engage students. Staff provide hands-on learning and individual tutoring, as well as small group sessions and virtual meetings focused on issues such as character, leadership, self-esteem, and gender-specific issues. This gives students a chance to deal with the issues they bring to class each day so they can better focus on learning.

CISDR has developed a three-tiered plan to serve campuses with live, virtual, and hybrid learning models. With a presence on campus and the technology to reach students at home, CISDR is uniquely placed to be the intervention tool of choice during the COVID-19 pandemic and beyond.

Through CISDR's partnership with the Texas Education Agency, real-time results are measured as well as the ability to track changing dynamics in the educational environment and tailor campus improvement plans to each school. This allows for support to the children who need it most, addressing issues as they surface. CISDR also tracks measurable outcomes to show that interventions improve grades, attendance, promotion, and graduation rates.

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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.

Best practices indicate that academic coordinator with the school day is necessary to improve academic performance (Beckett et al, 2009). Site Coordinators, located full-time at each ACE program campus, will work regularly with school campus staff to align the instructional activities of the program with state content standards, school curriculum, and school-based learning initiatives to allow for greater evaluation of students' needs and effective instruction and services. The program will then utilize innovative instructional methods including tiered academic support, STEAM activities, and project-based learning opportunities. Comprehensive lesson planning, small group (ratio 1:6) tutoring with a certified teacher, and a low staff-to-student ratio will ensure meaningful and substantive student interaction and engagement. The Family Engagement Specialist and Site Coordinators will work collaboratively to develop a culture that promotes a sense of safety, respect and personal responsibility, where students feel connected. The program will offer targeted enrichment with positive behavior reinforcement, and strategic involvement of parents and volunteer adult advocates such as structured mentoring. Ongoing professional development, including training on best practices such as positive behavior intervention and restorative practices coupled with collaboration and support from community partners will ensure students receive high quality, holistic support. Student engagement in school and classroom instruction is correlated with improved academic outcomes (Capizzano et al., 2007). Student choice, cooperative learning experiences, hands-on and real-world activities as well as supportive relationships between staff and students, have been linked to student engagement, persistence with learning activities, and connection to school (Beckett et al, 2009). This program will emphasize student voice, involvement in activity planning/design, and will foster opportunities for leadership and increased engagement.

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.

Garland ISD will utilize grant funds to safely transport students from the school/site center to home/designated bus stop. Garland ISD will utilize 21st CCLC funds to provide transportation to students involved in center activities.

The following policies and procedures have been established to ensure students in the program travel safely to and from the Center and home. Dismissal from program: Dismissal procedures are shared with the parent or legal guardian, including time and location of dismissal at each center. Any changes or updates to family information must be submitted in writing via email or written note signed by the parent or legal guardian and verified by the site coordinator.

Car riders dismissal: Staff members will verify the information of parents picking up students by checking identification. Staff will walk each student to their vehicle and direct the flow of traffic to ensure student safety.

Bus dismissal: Staff will provide supervision during dismissal at a ratio under the state standard and ensure students remain seated and safe. The site coordinator will verify that all students on the bus list appear in the reports. Once all students are on the bus, the staff member and bus driver will conduct a final check. The list will be submitted to the site coordinator who will maintain the rosters for documentation.

Walkers' Dismissal: Students identified as walkers on the ACE enrollment packet will be grouped together and dismissed from their designated location by a staff member. A staff member will have all students sign by their name before leaving the campus. Once all students have been dismissed to walk on their own, the staff member will sign and date the dismissal list and submit to the site coordinator for documentation.

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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.

Garland ISD seeks to develop an array of informational material designed to meet the diverse needs of the communities in which the learning centers operate. The communities are comprised of individuals with varying levels of educational backgrounds and language preferences. In order to communicate effectively to all stakeholders, GISD will develop informational materials targeting different groups. Each center will create a webpage on the district's site to advertise the program and provide updates on course offerings and upcoming events. GISD currently employs staff members who are fluent speakers and writers of Spanish, Vietnamese, and Mandarin. Information is available for all languages. The Centers will develop a corresponding language version of the Community Learning Center Blog at those sites with a high percentage of native speaking community members. Materials from these sites will detail elements of the the Center such as: location, hours of operation, available activities, contact information and informaiton on how community members and parents can participate as stakeholders and participants. GISD will disseminate this information through a variety of channels, including printed materials, (websites, bnlogs, and email distribution lists) and the local media. The Family Engagement Specialist will also host meeting at the school and at local community organiziation locations to help disseminate information and garner support and participation. In order to begin establishing the foundation for sustainability, Garland ISD will develop informational materials to include more technical data. These materials will be used to communicate with members of the community who will ultimately be approached to support the Center activities. GISD will also communicate with the Community Advisory Committee to render support.

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 program will coordinate with federal, state, and local programs to ensure the most efficient and effective use of public resources. Examples of program coordination are as follows:

- \*The program will coordinate with currently existing extended learning opportunities for at-risk and LEP students, which are supported through Title I and Title III funds
- \*The district project director and site coordinators will work closely with school administration and teachers to ensure coordination of current learning opportunities available
- \*Progress monitoring of students participating in the program will be achieved through coordinating enrollment data with district data disaggregation software to track academic progress, attendance, and discipline.
- \*The program will be housed in existing facilities, which are funded through local monies
- \*Transportation for students participating in the program will be funded through a combination of local, state, and grant funds

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**9. Statutory/Program Requirements (Cont.)**

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

The partnership provides a programmatic framework that can be sustained locally. The model of service developed by CISDR may be individualized to meet campus and student needs and is effective in meeting district and state objectives. Demand and need for out of school time services are likely to increase. Having an effective and scalable program model that can be leveraged and supported by local funding and community engagement through CISDR will increase the likelihood of service sustainability.

Garland ISD will develop a plan for sustainability that leverages funding from at least four sources. These four sources will include existing school budgets (General, state compensatory, and Title funds), business and community support funding, as well as additional grant funding. We will seek to find ways to allocate existing district budgets to the continuation of the Community Learning Centers. We believe these centers will become an integral part of the school and critical to continued school success. We intend to work at communicating success of the Center. As such, we believe the community and businesses will be more than willing to contribute to the continuation of the Centers. Additionally, we recognize the level of funding provided by the grant is significant and continuation of the same level of service will require funding from a variety of sources. We intend to develop an on-going evaluation of the return on investment of each activity and service provided by the Centers.

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)

Garland ISD will not utilize volunteers.

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**9. Statutory/Program Requirements (Cont.)**

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

The ability to improve the condition of students is not the sole achievement of the organization, but in how well the Communities in Schools (CIS) staff is housed full time and daily on campus, is able to engage the vision of the principal, assess the needs of the counselors, and free the teacher of non-academic issues that keep them from learning. CIS works in collaboration with several local organizations, (<http://cisdallas.org/c3/>) vetted and in formal partnership with CIS to provide additional resources on campus with the approval of the local campus faculty leadership and district with services ranging from Food4Kids via the North Texas Food Bank to hands on STEM mentoring through volunteers and other C3 Partnerships. Each campus will house a degreed, certified site Communities in Schools site coordinator (degree in social work/psychology, counseling education, certified in Youth Mental Health First Aid), responsible for providing individualized services to high need students and their families (ratio of 60 students to 1 full time CIS staff for after school services). This individual identifies academic deficiencies (per teacher reports) and connects them to tutors, conducts home visits with high need families, identify and refer students in need of mental health services to district resources and CISDR's Clinical Team. The site coordinator also conducts student groups focused on empathy, character building, social emotional mindfulness, etc. on a regular basis, while also providing individual availability to students to ensure behaviors learned in groups are being implemented at home and at school. The Site Coordinator measures student improvement and progress comparing the grades, attendance and behavior reports every month against the baseline (when they started program).

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.

Garland ISD will work closely with CISDR to evaluate the need for service delivery prior to hiring or transferring a site coordinator. Building off the success of GISD programs at the elementary level with CISDR, we are eager to expand the partnership.

At least one site coordinator will be hired per campus. The evaluation of district assessments and data will adapt a multi-faceted approach to assessment combining self-report data outputs and quantitative metrics to measure program outputs and efficacy. Upon recruitment, student data will be collected by GISD site coordinators and entered into the Texas Education Agency CIS-NAV database. This system provides third party evaluation of the program based on percentage of students showing improvement in behavior, attendance, and academics. These three metrics also represent indirect measures of socio-emotional health as they are significantly impacted by student mental health status. Assessing mental health is more challenging requiring the collection of output related to program measures as opposed to more direct outcomes. Because students receiving individualized support related to mental health have a baseline established upon entrance into the program in addition to their individual success plan, GISD evaluations of the plan every 6-9 weeks allows for pain modification and individual student mental health progress. Additionally, GISD will deploy student self-reported mental health questionnaires as a means of tracking students' perceptions of progress and self-assessment of emotional states.

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**10. Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		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)	
<b>Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**12. Request for Grant Funds**

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

**Payroll Costs**

1.	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.	20 Part-time Tutors/Interns (\$49.50 per day @ 180 days) + taxes	\$199,584

**Professional and Contracted Services**

6.	1 Independent Evaluator for 10 campuses	\$30,000
7.	Administrative Costs	\$35,000
8.	Indirect Costs	97,207
9.		
10.		

**Supplies and Materials**

11.	Total supplies and materials (600 students @ \$20)	\$12,000
12.	Nutritious snack-provided to student during program (600 students @ \$15)	\$9,000
13.		
14.		

**Other Operating Costs**

15.	Travel required Texas ACE State and regional training, meetings, conference, & workshop	\$13,750
16.	Transportation-bus service to and from CCLC Pgrms. 10 campuses (\$85 per day at 180 dys	\$153,000
17.		

**Capital Outlay**

18.	Computer hardware and software for program	\$13,000
19.		
20.		

Direct and indirect administrative costs:   
**TOTAL GRANT AWARD REQUESTED:**

**For TEA Use Only:**  
 Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.

**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**

Dropdown menu

Text box for change or amendment

Dropdown menu

Text box for change or amendment

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Text box for change or amendment

**For TEA Use Only:**  
Adjustments on this page have been confirmed with \_\_\_\_\_ by \_\_\_\_\_ of TEA by phone / fax / email on \_\_\_\_\_.



## Center Operations Schedule

County-district number or vendor ID: 057909

### 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	057909121	Montclair Elementary School, 5200 Broadmoor Dr. Garland, TX 75043 972.279.4041	School Choice District	PK-5	60	20
2	057909132	Club Hill Elementary School, 1330 Colonel Dr., Garland, TX 75043 972.926.2520	School Choice District	PK-5	60	20
3	057909042	Bussey Middle School, 1204 Travis St., Garland, TX 75040 972.494.8391	School Choice District	6-8	60	20
4	057909046	O'Banion Middle, 700 Birchwood Dr., Garland, TX 75043 972.279.6103	School Choice District	6-8	60	20
5	057909103	Caldwell Elementary, 3400 Saturn Rd., Garland, TX 75041 972.926.2500	School Choice District	PK-5	60	20
6	057909113	Southgate Elementary 1115 Mayfield Ave., Garland, TX 75041 972.926.2590	School Choice District	PK-5	60	20
7	057909048	Sellers Middle School, 1009 Mars Dr, Garland, TX 75040 972.494.8337	School Choice District	6-8	60	20
8	057909136	Toler Elementary School, 3520 Guthrie Rd., Garland, TX 75043 972.226.3922	School Choice District	PK-5	60	20
9	057909116	Weaver Elementary School, 805 Pleasant Valley Rd., Garland, TX 75040 972.494.8311	School Choice District	PK-5	60	20
10	057909003	South Garland High School, 600 Colonel Dr., Garland, TX 75043 972.926.2700	School Choice District	9-12	60	20

2021-2022 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11 Year 1  
Attachment 1: Center Operations Schedule

Texas ACE			Program Year		
Center Operations Schedule (one per center)			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	057909121	Montclair Elementary School, 5200 Broadmoor Dr. Garland, TX 75043 972.279.4041	PK-5	60	20
Feeder	Varies	School Choice			
Feeder	Varies	School Choice			

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	08/2021	12/2021	12
Spring Term	01/2022	05/2022	12
Summer Term			
Total number of weeks:			24

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												
<b>Total Hours Per Week:</b>	15				15							

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
<b>Parent/Legal Guardian Activities</b>	Parenting sessions, financial literacy, Technology sessions, Cyberbullying, Parent course on signs of mental health and awareness from Clinical Team to regulate parent emotions to improve the well-being of their student and decrease behavioral occurrences

2021-2022 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11 Year 1  
Attachment 1: Center Operations Schedule

<b>Texas ACE</b>	<b>Program Year</b>
<b>Center Operations Schedule (one per center)</b>	<b>2021-2022</b>

*(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	057909132	Club Hill Elementary School, 1330 Colonel Dr., Garland, TX 75043 972.926.2520	Pk-5	60	20
Feeder	Varies	School Choice			
Feeder	Varies	School Choice			

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	08/2021	12/2021	12
Spring Term	01/2022	05/2022	12
Summer Term			
Total number of weeks:			24

**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												
<b>Total Hours Per Week:</b>	15				15							

**Adjunct Sites, If applicable (site name and full address)**

**Special Schedules**  
(i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)

**Parent/Legal Guardian Activities**  
Parenting sessions, financial literacy, Technology sessions, Cyberbullying, Parent course on signs of mental health and awareness from Clinical Team to regulate parent emotions to improve the well-being of their student and decrease behavioral occurrences

2021-2022 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11 Year 1  
Attachment 1: Center Operations Schedule

Texas ACE					Program Year							
Center Operations Schedule (one per center)					2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	057909042	Bussey Middle School, 1204 Travis St., Garland, TX 75040 972.494.8391			6-8	60	20					
Feeder	Varies	School Choice										
Feeder	Varies	School Choice										
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		08/2021		12/2021		12						
Spring Term		01/2022		05/2022		12						
Summer Term												
Total number of weeks:						24						
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												
<b>Total Hours Per Week:</b>	15				15							
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		Parenting sessions, financial literacy, Technology sessions, Cyberbullying, Parent course on signs of mental health and awareness from Clinical Team to regulate parent emotions to improve the well-being of their student and decrease behavioral occurrences										

2021-2022 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11 Year 1  
Attachment 1: Center Operations Schedule

<b>Texas ACE</b>	<b>Program Year</b>
<b>Center Operations Schedule (one per center)</b>	<b>2021-2022</b>

*(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	057909046	O'Banion Middle, 700 Birchwood Dr., Garland, TX 75043 972.279.6103	6-8	60	20
Feeder	Varies	School Choice			
Feeder	Varies	School Choice			

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	08/2021	12/2021	12
Spring Term	01/2022	05/2022	12
Summer Term			
Total number of weeks:			24

**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												
<b>Total Hours Per Week:</b>	15				15							

<b>Adjunct Sites, If applicable (site name and full address)</b>	
--	--

<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
--	--

<b>Parent/Legal Guardian Activities</b>	Parenting sessions, financial literacy, Technology sessions, Cyberbullying, Parent course on signs of mental health and awareness from Clinical Team to regulate parent emotions to improve the well-being of their student and decrease behavioral occurrences
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2021-2022 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11 Year 1  
Attachment 1: Center Operations Schedule

<b>Texas ACE</b>			<b>Program Year</b>		
<b>Center Operations Schedule (one per center)</b>			<b>2021-2022</b>		

*(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	057909103	Caldwell Elementary, 3400 Saturn Rd., Garland, TX 75041 972.926.2500	Pk-5	60	20
Feeder	Varies	School Choice			
Feeder	Varies	School Choice			

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	08/2021	12/2021	12
Spring Term	01/2022	05/2022	12
Summer Term			
Total number of weeks:			24

**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												
<b>Total Hours Per Week:</b>	15				15							

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
<b>Parent/Legal Guardian Activities</b>	Parenting sessions, financial literacy, Technology sessions, Cyberbullying, Parent course on signs of mental health and awareness from Clinical Team to regulate parent emotions to improve the well-being of their student and decrease behavioral occurrences

2021-2022 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11 Year 1  
Attachment 1: Center Operations Schedule

<b>Texas ACE</b>			<b>Program Year</b>		
<b>Center Operations Schedule (one per center)</b>			<b>2021-2022</b>		

*(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	057909113	Southgate Elementary 1115 Mayfield Ave., Garland, TX 75041 972.926.2590	PK-5	60	20
Feeder	Varies	School Choice			
Feeder	Varies	School Choice			

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	08/2021	12/2021	12
Spring Term	01/2022	05/2022	12
Summer Term			
Total number of weeks:			24

**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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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												
<b>Total Hours Per Week:</b>	15				15							

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
<b>Parent/Legal Guardian Activities</b>	Parenting sessions, financial literacy, Technology sessions, Cyberbullying, Parent course on signs of mental health and awareness from Clinical Team to regulate parent emotions to improve the well-being of their student and decrease behavioral occurrences



2021-2022 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11 Year 1  
Attachment 1: Center Operations Schedule

Texas ACE					Program Year							
Center Operations Schedule (one per center)					2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	057909048	Sellers Middle School, 1009 Mars Dr, Garland, TX 75040 972.494.8337			6-8	60	20					
Feeder	Varies	School Choice										
Feeder	Varies	School Choice										
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		08/2021		12/2021		12						
Spring Term		01/2022		05/2022		12						
Summer Term												
Total number of weeks:						24						
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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Thursday			3:00	6:00			3:00	6:00				
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15							
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		Parenting sessions, financial literacy, Technology sessions, Cyberbullying, Parent course on signs of mental health and awareness from Clinical Team to regulate parent emotions to improve the well-being of their student and decrease behavioral occurrences										

2021-2022 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11 Year 1  
Attachment 1: Center Operations Schedule

Center Operations Schedule (one per center)					2021-2022							
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	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	057909136	Toler Elementary School, 3520 Guthrie Rd., Garland, TX 75043 972.226.3922			Pk-5	60	20					
Feeder	Varies	School Choice										
Feeder	Varies	School Choice										
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		08/2021		12/2021		12						
Spring Term		01/2022		05/2022		12						
Summer Term												
Total number of weeks:						24						
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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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												
<b>Total Hours Per Week:</b>	15				15							
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>	Parenting sessions, financial literacy, Technology sessions, Cyberbullying, Parent course on signs of mental health and awareness from Clinical Team to regulate parent emotions to improve the well-being of their student and decrease behavioral occurrences											

2021-2022 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11 Year 1  
Attachment 1: Center Operations Schedule

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	057909116	Weaver Elementary School, 805 Pleasant Valley Rd., Garland, TX 75040 972.494.8311	Pk-5	60	20
Feeder	Varies	School Choice			
Feeder	Varies	School Choice			

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	08/2021	12/2021	12
Spring Term	01/2022	05/2022	12
Summer Term			
Total number of weeks:			24

**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												
<b>Total Hours Per Week:</b>	15				15							

<b>Adjunct Sites, if applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
<b>Parent/Legal Guardian Activities</b>	Parenting sessions, financial literacy, Technology sessions, Cyberbullying, Parent course on signs of mental health and awareness from Clinical Team to regulate parent emotions to improve the well-being of their student and decrease behavioral occurrences

2021-2022 Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers, Cycle 11 Year 1  
Attachment 1: Center Operations Schedule

20			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	057909003	South Garland High School, 600 Colonel Dr., Garland, TX 75043 972.926.2700	9-12	60	20
Feeder	Varies	School Choice			
Feeder	Varies	School Choice			

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	08/2021	12/2021	12
Spring Term	01/2022	05/2022	12
Summer Term			
Total number of weeks:			24

**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												
<b>Total Hours Per Week:</b>	15				15							

<b>Adjunct Sites, If applicable (site name and full address)</b>	
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	
<b>Parent/Legal Guardian Activities</b>	Parenting sessions, financial literacy, Technology sessions, Cyberbullying, Parent course on signs of mental health and awareness from Clinical Team to regulate parent emotions to improve the well-being of their student and decrease behavioral occurrences



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**Garland Independent School District**  
Division of Academics

February 9, 2021

Ms. Charlotte Wehrman  
Grant Manager, Competitive Grants Unit  
Texas Education Agency  
[Charlotte.Wehrman@TEA.Texas.gov](mailto:Charlotte.Wehrman@TEA.Texas.gov)

**Street Address**  
Harris Hill building  
501 S. Jupiter Rd  
Garland, TX 75042  
**Phone**  
972-487-3151  
**FAX**  
972-485-4939

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 Garland Independent School District, Communities In Schools of the Dallas Region, Inc. (CISDR), and the Texas Education Agency (TEA) identifies the key elements of this initiative in Garland ISD schools.

Reflective of our partnership, CISDR will place one (1) professional staff on site at **Montclair Elementary, Club Hill Elementary, Caldwell Elementary, Southgate Elementary, Toler Elementary, Weaver Elementary, Bussey Middle, J.W. O'Banion Middle, Sellers Middle and South Garland High School** in Garland 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. We greatly value our partnership with the Texas Education Agency. 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,

DocuSigned by:

*Jeannette Papadopoulos*

53EF67397793404...

Jeannette Papadopoulos

Chief Operating Officer

Communities In Schools of the Dallas Region

[Jeannettep@cisdallas.org](mailto:Jeannettep@cisdallas.org)

*Jovan Wells*

Jovan Wells, Ph.D.

Chief Academic Officer

Garland Independent School District

[JCGrantW@garlandisd.net](mailto:JCGrantW@garlandisd.net)