



**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 to **Pre-award costs:** permitted for this grant

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 Digitally signed by Brandi Smith-Irving
DN: cn=Brandi Smith-Irving, o=University of Houston - Downtown, ou=Research and Sponsored Programs, email=smithirvingb@uhd.edu, c=US
Date: 2021.01.20 18:32:41 -06'00' Date

Grant Writer Name Signature Digitally signed by Dr. Laura Link
Date: 2021.01.19 21:33:26 -06'00' 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
Improved Academic Achievement 1. Increase students’ performance on STAAR Reading and Math assessments	Site Coordinator and tutors at each center will receive professional development in the use and implementation of state-level science of teaching reading, literacy, and numeracy strategies that complement regular school-day instruction.
Improved College-Enrollment Rates: 2. Increase students enrollment in two-year colleges and four-year universities	Student data and progress will be monitored regularly by grant support staff and instructional adjustments will be made to differentiate instruction to meet student needs. Support and coaching activities will be a part of the plan so students and families understand and prepare for college readiness.
Improved Family and Community Involvement Resources: 3. Increase family wrap-around services and literacy engagement opportunities	Parent, family, and community enrichment activities will take place throughout program implementation. Support sessions will be held with families and students to share progress toward program goals and ongoing collaboration with community partners.

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.

Increase the percentage of regularly-participating students’ proficiency in STAAR Reading and Math assessments and participating high schools’ college enrollment rates by 3-5% annually.

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

- Increase percentage homework completed
- Increase percentage of school attendance
- Decrease in number of in-school suspensions
- Decrease in number of out-of-school suspensions
- Decrease in number of referrals to school office
- Increase in wrap-around services
- Increase in information/ referrals to adult literacy resources

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6. Measurable Progress (Cont.)

Second-Quarter Benchmark

- Increase in performance on benchmark assessments
- Increase percentage of homework completed
- Increase percentage of school attendance
- Decrease in number of students that need course remediation
- Decrease in number of in-school suspensions
- Decrease in number of out-of-school suspensions
- Decrease in number of referrals to school office
- Increase in wrap-around services
- Increase in information/ referrals to adult literacy resources

Third-Quarter Benchmark

- Increase in performance on benchmark assessments
- Increase percentage of homework completed
- Increase percentage of school attendance
- Decrease in number of students that need course remediation
- Decrease in number of in-school suspensions
- Decrease in number of out-of-school suspensions
- Decrease in number of referrals to school office
- Increase in wrap-around services
- Increase in information/ referrals to adult literacy resources

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.

Each Site Coordinator will be responsible for coordinating and facilitating all quantitative evaluation measures identified in each Benchmark period and other summative qualitative data collected to determine progress. Data collection methods include project records, student records, test results, and survey results—including but not limited to (1) academic achievement and test scores reported and evaluated by grading period, semester, and annually for participants; (2) attendance and discipline data for the program and school day; and (3) student and adult participant climate surveys conducted annually. Each school must enter their data into TX21st PEIMS and collect/report data for mandatory USDE/TEA performance measures.

At the conclusion of each quarter, the Project Director and UHD’s Assessment Coordinator will analyze center-level data to assess progress toward meeting benchmarks goals. If data are missing, incomplete, or inaccurate, the Project Director will meet with the Site Coordinator to address the deficiency. If a center’s data reveals low attendance, unsatisfactory student or parent feedback, or ineffective programming, the Project Director will meet with both the Site Coordinator and campus administration to make adjustments/ modifications to programming, increase staff training, and set a timeline and benchmarks for improvement.

Moreover, UHD’s Assessment Coordinator will develop a rubric on which each center will be evaluated annually and a part of monthly meetings. Rubric measures will align with the Texas ACE Blueprint. The stated benchmark and program objectives and results will be formatively assessed by Site Coordinators and the Project Director on an ongoing basis—and used to guide necessary adjustments and replicate areas of strength to optimize successful student and family outcomes.

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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.

9. Statutory/Program Requirements

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

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

The Center for Public Service & Community Research in the College of Public Service at the University of Houston Downtown (UHD) serves our common goal of helping all students, early childhood through college, in partnership with Houston Independent School District (HISD). Together, the UHD - HISD partnership will work on evidence-based practices and interventions rooted in the Center’s mission of providing effective culturally- responsive services for improving the educational and community well-being of the citizens of Houston, TX, especially high-need students enrolled in the Wheatley and Kashmere High Schools’ feeder patterns—particularly low-performing schools in the Near Northside (Fifth Ward) community.

a. Needs Assessment Process/ Data/Feedback: UHD worked with HISD principals, Deans across UHD’s colleges, and community partners to review data, plan, and create programs with objectives to provide interventions to help students who are multiple grade levels behind skills needed, increase assessment scores, increase literacy, reduce absences, and help the overall well-being of students and their families. This collaborative needs assessment process (via 2018-19 vs. 2019-20 multiple accountability reports, academic outcomes, qualitative surveys, and other evaluative measures) determined that the pandemic exacerbated learning, experience, and nutrition loss, and this partnership aims to mitigate those losses.

b. Most in Need: Reports show that less than 50% of students at NQ Henderson and Cook elementary schools met reading and math standards in grades 3-5, and only 4% and 12% of students respectively met writing standards. Campus 2020-21 attendance averages 84%, down more than 10% from the previous year. Fleming and Key middle school students averaged 75% below math and reading standards and 87% did not meet writing standards. Campus 2020-21 attendance averages 88%, down 7% from the previous year. Wheatley High School earned an ‘F’ in 4/5 Accountability Domains, and Kashmere earned 2 D’s and 3 C’s. 2018-19 STAAR data indicates that Wheatley and Kashmere high school students averaged 80% below English I, 75% below English II, and 42% below Algebra I standards. Campus 2020-21 attendance averages 85%, down from 90% the previous year. On average, all 6 participating schools serve students who are 96% or more economically disadvantaged, and 100% of students participating are needs-based eligible and meet the needs-based criteria at each campus.

c. Ongoing/Address Needs of Working Families: A formal needs assessment is conducted every two years by UHD’s College of Public Service and UHD Center Director to determine program efficacy and updates needed to ensure that students involved are optimally served throughout. The management plan includes UHD’s Center Director’s prior experience managing other 21st CCLC grants, developing afterschool programs, training staff, teaching parent classes, and conducting research. The Center’s Advisory Council and partners provide constant support for daily operations, program development and evaluation. HISD surveyed students and parents to determine the types of programs they need and prefer in the after school hours (and will do so annually). As a result, each school determined the number of students on their campus, who needed intensive support during after school hours, the kind of programs they will offer for students and families, and the budget to support. HISD’s After Schools Department and UHD’s Assessment Coordinator will support participating school principals by administering a twice annual students’ and families’ program assessment . This will further help identify specific, ongoing, and evolving needs of students and their families.

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9. Statutory/Program Requirements (Cont.)

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

The proposed program is expected to impact performance, attendance, discipline referrals, advancement, and college enrollment rates by addressing the needs of all student participants. Based on STAAR scores, a tutoring component will be provided after school so participating students' academic performance will improve annually. Tutoring is an impactful strategy because students who receive afterschool tutoring by instructors who interact with students' classroom teachers perform better than other groups on reading and math tests (Caskey, 2011). Afterschool programs support students with developing good homework habits (Epstein, 2008). Students that complete their homework accurately can have an increase in self-esteem and feel better about their overall academic performance (Kelly, 2014). Because homework is often a contributing factor in assigned grades, homework completion can increase students' course grades (Guskey, 2020). ESL classes will be available for students needing assistance mastering the English language. During tutoring, students will be placed in the appropriate academic setting based on need. The after school tutors will come from the schools and university (UHD) and will collaborate regularly with the students' classroom teachers and center Site Coordinators.

All students will engage in mandatory tutorial or academic activity, followed by a choice of at least two enrichment and/or college activities each day. The strong partnerships involved will be critical to the success of the enrichment component. Programs are more likely to exhibit high quality when they effectively develop, utilize, and leverage partnerships with a variety of stakeholders like families, schools, and communities (Epstein, 2016). These partnerships become a nonnegotiable element of supporting learning across all contexts in which children learn and develop (Little, et al., 2008). The long-term effects of program participation has a significant effect on reducing the dropout rate for low-income students (Hing, et al., 2005), which in 2019, was 14% for HISD high school students. Program participation can increase college access and enrollment rates as students earning a high school diploma enroll in both two-year colleges and four-year universities at three times the rate of those with a GED (Bustamente, 2007).

The social emotional learning (SEL) program component is expected to address the skills necessary for students to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2017). SEL programs will offer opportunities to grow students' socio-emotional skills and positive attitude, which in turn, improves academic performance as reflected in more positive social behaviors, fewer conduct problems, less emotional distress, and better grades and achievement scores (CASEL, 2008). Research shows a statistically significant relationship between students regularly attending afterschool programs and fewer school-day disciplinary incidents (AIR, 2016).

Impact over time: In 2019, 40% of HISD's graduating class enrolled in college. For participating high schools, college enrollment was 30% or 10% below the district. By experiencing the program's full benefits, 20% of participating students who graduate high school will enroll in college—increasing Kashmere's and Wheatley's overall enrollment rate by 3-5% or greater annually. Participating high schools can close the college enrollment gap within HISD over time. In 2020-21, 96% of participating high school students are identified as economically disadvantaged and 87% belong to minority groups that deserve the same educational and financial opportunities as their peer counterparts.

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9. Statutory/Program Requirements (Cont.)

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

The programs proposed were carefully considered as to how they would meet the needs of students and families of the program participants, especially students' academic success and assistance with college readiness and to promote engagement. Through weekly coordination meetings with each Site Coordinator, campus teachers, and principals, program activities will be monitored for students' academic improvements and students'/family engagement via attendance, students' choice selections, and ongoing survey and informal feedback. Weekly results will inform specific changes needed for individual student's tutoring sessions and all other program adjustments necessary to increase engagement. All students will be involved in regular tutoring sessions, and once completed each day, choose from at least two enrichment activities. Programs include (but not limited to—See 9.5 for more)

Academic Activities- will be connected to what students are learning during the school day and responsive to individual student needs Examples include: a) Tutorials- Students will receive small group or one-on-one instruction/classroom reteaching; b) Literacy/Numeracy Camps—Students will participate in test review and test-taking strategies for state test prep; c) STEM camps: Students will receive enrichment in math and science, culminating in a science fair project, d) Science Workshop: Students engage in wood working, habitat restoration, electronics, programming, robotics and digital design projects; d) Writing Centers—UHD will provide small group writing tutoring; e) Arts Integration (A'STEAM w/ Children's Museum of Houston)—Students will engage in English, Math, and Science hands-on activities from aeronautics to zoology. Research reveals children in the A'STEAM increased reading readiness by an average of 40% across the 2018-19 school year and were more motivated to learn, retain material, and score higher on standardized tests; f) Community Makerspaces (TXRX Labs) -Students will engage in CAD and 3D printing, engineering, aeronautics, and agriculture, and an array of innovative Maker labs.

Literacy-Specific Activities with the Barbara Bush Houston Literacy Foundation: a) Camp Adventure an immersive summer STEAM program for elementary students; b) My Home Library Students will get free online books; c) Read Houston Read helps first and second graders improve reading skills through volunteer mentorship; and d) Reading Roundup: designed to improve literacy skills by using lesson guides and associated books to guide independent practice—for students, mentors, tutors, and parents.

College Readiness Activities— Interactive college visits that include a) tutoring/mentoring by UHD college students, b) auditing classes, c) joining campus student groups, d) student-led tours, and e) FAFSA completion and application writing. UHD-specific programs such as f) College Transition that uses gamification and proven skill-building practices for students' successful college transition; g) College Exposure which includes team-building and resource connections to break barriers to college success; h) Houston Prep a summer STEM program at UHD's that reinforces pre-college math readiness; i) Adopt-a-High School that pairs UHD professors, science teachers, and college students to serve as mentors to juniors and seniors to co-develop science fair projects focused on renewable energy technologies, computer science, and engineering; j) Eco-Reps a UHD student-led program that educates and raises awareness about sustainability issues while faculty, college and secondary students collaborate within UHD's Sustainability Garden on the planting plan, space optimization, food production, and more.

Family Literacy & Other Wrap-Around Family Support— Free Family Literacy Kits provided by the Children's Museum of Houston to support adult language development and tools to improve literacy skills with/for their children. College Financial Readiness Workshops for Parents: Families will work with UHD's Financial Coaching and Economic Stability Lab, counselors, banks and community partners to engage in topics and hands-on support with savings, credit, FASFA/TASFA, scholarships, loans, grants, financial behaviors/coaching, degree, career exploration, and more. Families will be supported on UHD's campus and in the Near Northside community for these activities.

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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

HISD's Near Northside schools are physically adjacent to UHD's campus, making the partnership work easily accessible as we share the same zip code and commitment to serve our shared community. Even with close proximity, UHD and HISD haven't engaged in comprehensive partnership work as proposed. UHD has a longstanding history of placing student teachers in the partner schools. Beyond this, the activities proposed—strategically working in the after school space, will be new. HISD has historically relied on its own After Schools Program Department to facilitate their after school programs that partner with an array of community organizations. Yet UHD is not (and has not been) such a partner. Thus, the UHD-led proposed program activities have not been accessible to participating students. Some programming from other quality community partners, such as the Barbara Bush Houston Literacy Foundation, Children's Museum of Houston, and Ascending to Men (ATM), have been working with a few of our participating schools, but not in a coordinated way. Community partner program offerings will not be a replica, but expansion, of what exists. For example, Nat Q Henderson elementary, with 99% students of color and 97% economically disadvantaged, will newly participate in the ATM program resulting from this proposal.

Upon award, UHD and participating principals will actively review and being program implementation. UHD's Center Director and HISD's Manager of the After Schools Programs Department will assist principals with hiring Site Coordinators with the skills suited to the program's goals and community. Strong candidates will have excellent communication skills, be adept at organizing programs, recruiting volunteers, hiring vendors, and budgeting. Special consideration will be given to bilingual candidates and knowledge of education, TEKS, state assessments, and community relations.

HISD principals will have routine communications with UHD's Center Director, Site Coordinators, and all program and district staff regarding all aspects of the after school program. Site Coordinators will report directly to the school principal and will be responsible for all center operations. The Project Director and Family Engagement Specialist (FES) will be hired by and report to UHD's Center Director. Strong candidates will include similar skills as the Site Coordinator with additional leadership, training, higher education, family services, and outreach experience. The Project Director will train Site Coordinators on aspects of security, classroom management, policies and procedures, etc., and together with the FES, share resources, strategies, data, and knowledge with the school day teachers to discuss learning objectives, identify deficiencies, and develop plans for addressing them in tutorials. All together, they will create thematic units that are creative and engaging based on the Texas ACE Blueprint. UHD's Assessment Coordinator will develop a rubric on which each center will be evaluated annually and a part of monthly meetings. Rubric measures will align with stated program objectives and results used to guide necessary adjustments and replicate areas of strength.

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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.

Research shows that social emotional learning (SEL) increases students' academic achievement, positive social behaviors, and improves attitudes toward school, and reduces depression and stress (Weissberg et al., 2016). Proposed SEL activities: a) Living Schoolyards: Students will work with UHD Social Work students to foster healthy relationships, coping, substance abuse, & crisis intervention; b) Yoga: Students will learn ways to handle stress through exercise and calming techniques; c) Games: Students will participate in cooperative learning games to promote social and relationship skills; d) Mentoring Male Students of Color as a academic complement to change behavior, attitudes, and school performance (DuBois et al., 2011). Ascending to Men: (ATM) program will be provided to all participating male students of color offering academic support and workforce participation including college visits, field trips, and Youth Summit. A 2018-19 ATM evaluation evidenced very promising ATM student outcomes: 4th-8th grade students showed statistically significant gains on the 2019 STAAR 3–8 reading and math assessments. Using Fryer's (2012) measure of 0.08 standard deviations as equivalent to one month of schooling, the ATM gains resulted in approx. 6 to 12 months of reading improvement and 7 to 16 months of math improvement.

Studies show that family engagement in some aspect of school, especially in high-poverty/need populations (such as Near Northside) prompt higher levels of student achievement as well as build a more supportive communities (Epstein, 2008). Home-school connections are embedded throughout the proposed program a) Read and Rise: with the Barbara Bush Houston Literacy Foundation to equip low-income parents with the skills and materials needed to support literacy development; b) Parent Stars program helps parents use bilingual (English/Spanish) Family Learning Activity Guides and related curriculum resources to facilitate learning at home. All activities are directly aligned to objectives of the Texas Essential Knowledge and Skills (TEKS) standards.

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.

Student safety is very important and safe passage from each center to each student's home is a priority. Consultation with the principals of participating schools has determined that a majority of participating students (86%) will need bus transportation in order to take advantage of this 21st Century CLC program.

Site Coordinators will work closely with school day personnel to develop policies and procedures consistent with those existing in the school day to ensure transportation safety. All afterschool program staff will follow these guidelines regarding signing students in and out of all afterschool program activities. Regular dismissal times will be established for students in grades K-8 to further ensure students' safety.

Upon enrollment, parents will complete a registration form indicating their preferred mode of transportation (walker, car rider, bus rider). Walkers will be required to sign out prior to departing the program at one of the pre-determined dismissal times. Parents/Guardians of car riders will be required to list the names of those authorized to pick up students. Staff will verify the identity of the driver prior to dismissing the student to their care. Without proper identification, students will not be released from the program.

District buses, paid for with grant funds, will be utilized to transport bus riders home. District drivers meet all state requirements, are properly licensed and are regularly trained on safety standards. Bus drivers will be given a roster of student attendance to ensure all students exiting centers are accounted for. Middle and high school students participating in the program who do not live within safe walking distance will be provided Metro Bus Passes, paid for with grant funds, as an alternative means of transportation.

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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.

Multiple modalities will be used to communicate information about the program and center locations. UHD will create program brochures in multiple languages and mail them to students' homes. An electronic copy will be emailed (multiple times and embedded into newsletters) to parents. UHD will create electronic fliers to share program details via Twitter, Facebook, and other social media platforms throughout. Posters will also be created to be displayed in school hallways and common areas around campuses, in classrooms, and the cafeteria for students and parents to read and learn how to participate. Posters will also be placed in the community, such as grocery stores and churches, as allowable. Churches will be asked if they can place the information in their weekly church bulletins.

During program-focused community meetings and Open House, HISD will provide translators onsite so parents can communicate about the program with schools in their native language. Program handouts and applications in multiple languages will be available at each school site. At all meetings, center staff will explain the student and family activities that are available and share that there is no fee associated. Multiple in-person and Zoom meetings will be scheduled to generate excitement as well as be informative. Program logistics and locations will be shared via "All Calls" to parents and posted on school marquees.

Both UHD and HISD will post highlights of the program on their websites, and UHD will house a dynamic webpage dedicated to the program that will include center-specific details and contact information in multiple languages.

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.

Each school will contribute to the annual cost of operating its center from school budgets and other federal, state and local programs, donations, and partner services. All participating campuses will utilize existing school building space, eliminating additional utility expenses from the extended after school day and summer operations. Each campus will guarantee access to computer labs, classroom space, gyms, auditoriums, and outdoor areas needed for physical activities. The district has guaranteed use of virtual meeting tools (Zoom) to ensure access and continuation of planned center activities during the pandemic. All are Title I schools, so each center will draw from federal Title I funds to support extended learning time, before or after school tutorials, and parent activities for at-risk students. Title I funds will also assist with parental involvement activities. Title III funds will support English Language Learners. Several participating campuses currently offer parenting classes and adult education programs such as ESL, computer literacy and GED classes. Schools will utilize their existing community and business partners to coordinate revenue streams and donated services so their program is impactful for students and parents.

The proposed program will integrate with other TEA/ HISD initiatives designed to improve students' academic outcomes. Examples are: 1) Summer School, funded by TEA Comprehensive Grant; Miles Ahead Program, state-funded program that helps young men of color get into college; Imagine Math & Imagine Learning, programs to close literacy and numeracy gaps; and IEXCEL, practice and review for STAAR assessments. These initiatives will be supplemented by the program and help participating students' meet benchmark (short-term) and annual (long-term) goals. Effectiveness: Over the past 3 years, for example, students in Imagine Reading/IEXCEL experienced an average 12% gain on English I and II STAAR reports; a 9% gain in Algebra I for those using Imagine Math/IEXCEL, and a 7% increase in college enrollment for those in the Miles Ahead Program-as aligned to program goals

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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.

Comprehensive coordination of all centers, university and district staff, collaborative partners, and contracted service providers will be instrumental in overall sustainability planning. Each site will form a center Steering Committee to create their strategic plan that will guide the identification of new funding, resources, and partnerships to sustain the program as well as demonstrate how to increase investment and participation from the commitment. Key community leaders* (UHD and HISD administration, Mayor of Houston’s Office, Barbara Bush Houston Literacy Foundation, and Children’s Museum of Houston) pledge their support for local sustainability of afterschool programs and will assist schools to meet their goals to continue. The Mayor’s Office includes Near Northside (Fifth Ward) residents as part of Houston’s Complete Communities Initiative that connects to a broad coalition of key community leaders and partners working to expand students’ access to quality after school programs across the city. Mayor Turner, with key grant partners, have agreed to leverage broader community resources to secure additional funding.

Both the Barbara Bush Houston Literacy Foundation and Children’s Museum of Houston have a long history of outreach involvement in the program’s neighborhoods and throughout the city of Houston. Both have committed to expanding their voluntary and financial investments beyond the grant, if awarded. Together, these two partners alone can deliver expansive future funding outreach across the city and state of Texas. Leadership from both will serve on the program’s Advisory Council, directly and strategically participating in sustainability plans.

*Letters of support from key community leaders are attached.

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)

UHD and HISD will assist centers in developing and maintaining partnerships to provide volunteers. Many volunteers will be recruited from UHD university students, especially those majoring in education, English, and math. UHD will train students to serve as tutors, relying on state curricula and other TEA resources to support students’ learning aligned to school day academic objectives. HISD will recruit from its faculty as well as local churches, other universities, professional organizations, and community agencies.

Connect4Literacy, an online platform for those wanting to volunteer, will be utilized to recruit volunteers associated with the Barbara Bush Houston Literacy Foundation. The Parents Stars program has a cadre of ready volunteers associated with the Children’s Museum of Houston. All prospective volunteers must have a desire to work with kids and families and must pass a criminal background check through the HISD Volunteers in Public Schools (VIPS) Department. Each year, HISD VIPS recruits thousands of parents and community partners to donate their time, resources, and knowledge in support of the district’s primary goal to increase student achievement. After registration online and passing annual background checks, volunteers can begin work in any HISD school for the year. All schools can track volunteer hours donated to the school and district by establishing an online VIPS account.

All approved volunteers will attend a school-based training facilitated by each Site Coordinator to apprise them of policies, procedures, and expectations of the program. Volunteers will also be included in after school meetings and professional development trainings. The Site Coordinator and campus administrators will also observe volunteers to ensure students are treated fairly, ethically, respectfully, and in an unbiased manner, while also providing quality and engaging instruction aligned to school day academic objectives.

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

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.

In 2019-20, HISD district attendance was 96% and is currently 93%. All participating schools have attendance rates below the district. The pandemic has exacerbated attendance concerns at participating schools due to significant drops in average attendance rates (85% average in 2020-21 YTD). Per policy, students who are absent more than 17 days may not receive a grade or will be retained. Primary recruitment and retention strategies to address include: 1) HISD will ease attendance policy restrictions for participating students; 2) Hold an annual Grads Within Reach Walk specific to the Near Northside (Fifth Ward) community that will include hundreds of volunteers visiting homes and community centers sharing information about the program's benefits; 3) Offer engaging program activities that will generate excitement and provide new student experiences outside of their community (at UHD and beyond); 4) Training will be provided for parents on the importance of attendance and how regular attendance affects academic performance; and 5) After school staff will receive training on absence-prevention measures to develop a programmatic response to student barriers and provide early outreach for students with excessive absences.

The 6 selected schools are part of two Feeder Patterns. This provides opportunities to work with the same parents and students (and their siblings) for longer periods of time and it offers consistency in routine and opportunities within the Near Northside community. "Transitions from elementary to middle and from middle to high school pose academic, social, and emotional challenges for students, causing rise in absences" (Hanover, 2014).

For each center, 75% or more students will attend 3 out of the 5 scheduled days per week (in fall, spring) and 3 out of the 4 scheduled days per week (in summer).

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.

HISD conducted a community needs assessment using multiple methods. Online stakeholder surveys were distributed to administrators, teachers, parents, students, community partners, and local businesses to provide input and feedback regarding areas in which each campus can help improve their community. UHD's Urban Education faculty also provided feedback based on their student teaching school experiences. Student check-ins with counselors also provided feedback. Community results revealed a great need for academic and enrichment experiences in the community. Parents identified the need for college-preparedness and financial avenues to help. Parents also favored experiences that involved after school homework support, citing their work hours and level of difficulty with subject matter impeded their ability to help their children succeed. Both district faculty and community partners affirmed the need for improved attendance and college and workforce preparedness. Tutoring was favored to address the achievement gaps between identified students and their grade level peers. 2018-20 student attendance and performance data supports the need for academic improvement and aligns with the targeted performance measures in this proposal.

The program's Advisory Council came together to analyze the data and identify the non-academic, social, emotional, and basic needs of students and families. A menu of program offerings was designed and shared with each participating school's principal. Based on student and family needs, principals and school center staff will offer a range of programming that focuses on academics while providing a nurturing environment during after school hours. Working parents will have a safe program for their children and an intentional plan to promote their growth. To ensure quality, activities carried out at each center will be monitored and outcomes used as ongoing formative data to determine necessary adjustments based on meeting/not meeting center and student-specific effectiveness goals.

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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

11. PNP Equitable Services

Are any private nonprofit schools located in the public school attendance zones of the campuses and feeders proposed to be served by the centers in the application?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

- Yes No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Assurances

- The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- The applicant assures that the total grant award requested includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

Equitable Services Calculation

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

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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.	Management/ Administration	\$470,000
2.	UHD Academic Instructional	\$20,000
3.	UHD Student Employees	\$37,872
4.	Program Staff Stipends	\$13,910
5.	Fringe	\$140,601

Professional and Contracted Services

6.	Academic (including HISD)	\$342,000
7.	Arts/Technology/ College & Career	\$36,000
8.	Workforce Development & Family Engagement	\$82,000
9.	Workforce Development & Family Engagement	\$38,413
10.		

Supplies and Materials

11.	Supplies (including classroom, staff, office)	\$27,000
12.		
13.		
14.		

Other Operating Costs

15.	Student Bus Transportation and Staff Mileage	\$129,019
16.	Conferences (Professional Development)	\$27,847
17.	Field Trips	\$42,000

Capital Outlay

18.		0
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
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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 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:

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	101-912-358	Felix Cook Jr. Elementary School 7115 Lockwood Drive Houston, TX 77016 Telephone: (713) 636-6040	0	K-5	135	50
2	101-912-079	Francis School Key Middle School 4000 Kelley Street Houston, TX 77026 Telephone: (713) 636-6000	0	6-8	100	50
3	101-912-007	Kashmere High School 6900 Wileyvale Rd Houston, TX 77026 Telephone: 713-636-6400	0	9-12	100	50
4	101-912--172	Nat Q. Henderson Elementary School 701 Solo Houston, TX 77020 713-671-4195	0	K-5	100	50
5	101-912-078	Fleming Middle School 4910 Collingsworth St. Houston TX 77026 Telephone: 713-671-4170	0	6-8	100	50
6	101-912-018	Phillis Wheatley High School 4801 Providence Houston, TX 77020 Telephone: 713-671-3900	0	9-12	100	50

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101-912-358	Felix Cook Jr. Elementary School 7115 Lockwood Drive Houston, TX 77016					K-5	135	50			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/07/21			12/10/21			12			
Spring Term			01/10/22			5/20/22			17			
Summer Term			06/06/22			7/14/22			05			
Total number of weeks:									34			
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	8:00			2:00
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00
Thursday			3:00	6:00			3:00	6:00	8:00			2:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	College Visits Field Trips (Museums) Exchange City (business ventures)											
Parent/Legal Guardian Activities	Resume Building Workforce Development ESL Computer Classes											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101-912-079	Francis School Key Middle School 4000 Kelley Street Houston, TX 77026					6-8	100	50			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/07/21			12/10/21			12			
Spring Term			01/10/22			5/20/22			17			
Summer Term			06/06/22			7/14/22			05			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	For Saturday events we would like to operate within the 9am to 3pm timeframe, depending on the field trip selected. I could offer one Saturday a month,											
Parent/Legal Guardian Activities	Resume writing, job fairs, healthy food preparation classes, budget and home buying classes, and parenting courses. These would also be hosted once a month on the same Saturdays as students attending field trips within the same timeframe.											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101-912-007	Kashmere High School 6900 Wileyvale Rd Houston, TX 77026					9-12	100	50			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/07/21			12/10/21			12			
Spring Term			01/10/22			5/20/22			17			
Summer Term			06/06/22			7/14/22			05			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)		N/A										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		SPORTS SATURDAY: Implement "high-yield" individual and cooperative group activities that include mental fun in fine arts, sports, and academics, with a competitive edge and hands-on approach, which will promote positive youth development. 9:00 -12:00										
Parent/Legal Guardian Activities		COOKING AND NUTRITION: COMPUTER LITERACY AND USE OF TECHNOLOGY English and Spanish 9:00.-12:00										

Texas ACE Center Operations Schedule (one per center)								Program Year 2021-2022				
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 4	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target		
Center		Nat Q. Henderson Elementary School 701 Solo Houston, TX 77020						K-5	100	50		
Feeder												
Feeder												
Program Operations		Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks				
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term		09/07/21			12/10/21			12				
Spring Term		01/10/22			5/20/22			17				
Summer Term		06/06/22			7/14/22			05				
Total number of weeks:								34				
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	8:00			2:00
Tuesday			3:00	6:00			3:00	6:00	8:00			2:00
Wednesday			3:00	6:00			3:00	6:00	8:00			2:00
Thursday			3:00	6:00			3:00	6:00	8:00			2:00
Friday			3:00	6:00			3:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)		n/a										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Food Desert Program Nutrition Program Field Trips Tutorials Saturday School										
Parent/Legal Guardian Activities		Workforce Prep ESL Resume Building Computer Classes										

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101-912-078	Fleming Middle School 4910 Collingsworth St. Houston TX, 77026					6-8	100	50			
Feeder												
Feeder												
Program Operations			Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>												
Fall Term			09/07/21			12/10/21			12			
Spring Term			01/10/22			5/20/22			17			
Summer Term			06/06/22			7/14/22			05			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	N/A											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Field Lessons (Zoo, Community Outreach, virtual tours)											
Parent/Legal Guardian Activities	Parent computer and literacy courses English language courses Student support for virtual learning Parenting classes (Support for home)											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 6	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP						Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	101912018	Phillis Wheatley High School 4801 Providence Houston, TX 77020						9-12	100	50			
Feeder													
Feeder													
Program Operations				Start Date (MM/DD/YY):			End Date (MM/DD/YY):			Total Weeks			
Summer Term Jump Start <i>(Must be approved in NOGA)</i>													
Fall Term				09/07/21			12/10/21			12			
Spring Term				01/10/22			5/20/22			17			
Summer Term				06/06/22			7/14/22			05			
Total number of weeks:										34			
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30	
Tuesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30	
Wednesday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30	
Thursday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00	8:30			2:30	
Friday	7:30	8:30	4:00	6:00	7:30	8:30	4:00	6:00					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)	N/A												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote Instruction Saturday Events Field Trips Workforce Development (internships)												
Parent/Legal Guardian Activities	ESL Instruction Diploma/GED Classes												



HOUSTON INDEPENDENT SCHOOL DISTRICT

Hattie Mae White Educational Support Center
4400 West 18th Street • Houston, Texas 77092-8501

Grenita F. Lathan, Ph.D.
Interim Superintendent of Schools

www.HoustonISD.org
www.twitter.com/HoustonISD

January 7, 2021

Eric Carl Link, Ph.D.
Provost & Senior Vice President for Academic and Student Affairs
Office of Academic & Student Affairs
University of Houston-Downtown
One Main Street, Suite S950
Houston, Texas 77002-1001

RE: Houston Independent School District Support for University of Houston-Downtown
Collaboration for Proposed 2021-2022 Nita M. Lowey 21st Century Community Learning
Centers (CCLC), Cycle 11, Year 1 Application

Dear Dr. Link:

On behalf of the Houston Independent School District (HISD), I am pleased to support the proposed 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 application, a collaboration between the district and University of Houston-Downtown, involving the following HISD schools: Cook ES, Nat Q. Henderson ES, Key MS, Fleming MS, Kashmere HS, and Wheatly HS. The proposed collaboration, being led by University of Houston-Downtown, will result in significant hands-on out-of-school educational and enrichment opportunities for the students at the participating schools.

This K-16 partnership will substantively serve unrepresented students and their families of the communities served by the six schools. I am especially pleased that UHD's proposed application, when funded, will enable the university and HISD to join forces, through meaningful and forward-thinking service and program initiatives, to meet the participating K-12 schools'/community centers' needs. With this, I am certain the students and families involved will greatly benefit academically and experientially from this partnership. Thus, HISD is eager to get to work alongside the University of Houston-Downtown should an award be forthcoming.

Through the proposed collaboration, besides delivering significant hands-on out-of-school educational and enrichment opportunities for the students at the participating schools, UHD will also provide some unique and important distinguishing features to students, including the following:

- Improve English (literacy) and math (numeracy) achievement, and opportunities for family literacy and engagement in students' core education;
- Offer a broad array of experiences that are not typically accessible to high-needs/ high-poverty students and their families, especially those experiences that bridge K-12 to college (UHD); and
- Provide a range of services including nutritious meals, nutrition education, and promoting healthy behaviors that are not typically accessible to high-needs/ high-poverty students and their families.

Eric Carl Link, Ph.D.
Provost & Senior Vice President for Academic and Student Affairs
University of Houston-Downtown

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Please do not hesitate to contact me if I can provide any additional information or assistance regarding this proposal.

Sincerely,

A handwritten signature in cursive script that reads "Grenita F. Lathan".

Grenita F. Lathan, Ph.D.
Interim Superintendent of Schools



CITY OF HOUSTON

Sylvester Turner

Mayor

P.O. Box 1562
Houston, Texas 77251-1562

Telephone – Dial 311
www.houstontx.gov

January 5, 2021

Texas Education Agency
1701 N Congress Avenue
Austin, Texas 78701

RE: Texas Education Agency
FY2021 21st Century Community Learning Centers Grant Program
University of Houston-Downtown

To Whom It May Concern:

As Mayor Sylvester Turner's Director of Education for the City of Houston, please allow this letter to serve as my ringing recommendation in support of the University of Houston-Downtown (UHD) and Houston Independent School District's partnership plans for the 21st Century Community Learning Centers grant referenced above. One of Mayor's signature initiatives is his Complete Communities Initiative. This program focuses on empowering traditionally underserved neighborhoods so all of Houston's residents have access to quality services and amenities. We strive to work closely with residents of communities that have not reached their full potential, understanding their strengths and opportunities, and collaborating with partners across the city to strengthen them. This grant proposal follows the spirit of Mayor's Complete Communities as it offers a unique opportunity to partner with UHD and HISD to offer Houstonians, especially our youngest, with access to needed program and services to support their academic, physical, and social well-being.

Near Northside is one of Mayor's Complete Communities, and when this neighborhood joined the initiative, Mayor Turner noted, "You cannot be a Complete Community unless you have quality schools and great educators to help teach our children. We also need to spend more money in the arts." The 21st CCLC program offers students and families opportunities that would otherwise be unavailable to them such as structured, quality afterschool programs with offerings in the arts, academics, nutrition, and workforce development. Quality out of school and after school activities greatly benefit Houston's students and their families as well, and we have been supporting the growth and development of such offerings via our city-wide collaboration with Out2Learn (www.out2learnhou.org). However, we recognize the critical importance of 21st Century grant funding to enhance educational equity and access for our most vulnerable children in our most underserved communities.

We support the partnership between UHD and HISD as a bright way of introducing HISD students to the possibilities of higher education that exist in their own neighborhood. I have always been impressed by the UHD's strong leadership in community and public service projects, as it is a foundational part of their educational model. This partnership is an excellent example of how a community post-secondary institution can partner with a K-12 educational system to enhance educational equity, access, and opportunity for all students in the critical out-of-school, afterschool space.

Please let me know if you have any question or need any additional information. I am available at your convenience at Juliet.stipeche@houstontx.gov or 832-393-1020.

Respectfully,

A handwritten signature in black ink, appearing to be "ST", representing Sylvester Turner.

Council Members: Amy Peck Jerry Davis Abbie Kamin Carolyn Evans-Shabazz Dave Martin Tiffany Thomas Greg Travis Karla Cisneros
Robert Gallegos Edward Pollard Martha Castex-Tatum Mike Knox David W. Robinson Michael Kubosh Letitia Plummer Sallie Alcorn
Controller: Chris Brown

Juliet Stipeche
Mayor's Director of Education

22 December 2020

Texas Education Agency
FY2021 21st Century Community Learning Centers Grant Program
University of Houston-Downtown

Principal Investigator: Steven Villano
Co-Investigator, Dr. Laura Link

Dear Grant Submission Review Team:

I enthusiastically support the University of Houston-Downtown and Houston Independent School District's partnership plans within the 21st Century Community Learning Centers grant referenced above. Such a partnership supports our university's mission to substantively serve unrepresented students and their families and aligns with our strong desire to strengthen valuable K-16 relationships across greater Houston. All UHD colleges aim to join forces, through meaningful and forward-thinking service and program initiatives, to meet the participating K-12 school/community center needs. With this, I am certain the students and families involved will greatly benefit academically and experientially from this partnership.

Thus, we are eager to get to work alongside Houston Independent School District should an award be forthcoming.

Please do not hesitate to contact me if I can provide any additional information or assistance regarding this proposal.

Best,



Eric Carl Link, Ph.D.
Provost & Senior Vice President for Academic and Student Affairs



January 12, 2021

Texas Education Agency
FY 2021 – 21st Century Community Learning Centers Grant Program
University of Houston-Downtown

Principal Investigator: Steven Villano
Co-Investigator: Dr. Laura Link

Dear Grant Submission Review Team:

Please accept our sincere appreciation for providing us an opportunity to support the University of Houston-Downtown's proposal on 21st Century Community Learning Centers. We wholeheartedly endorse and look to be a valued partner with the University of Houston-Downtown as we impact education and literacy in the Houston community.

The University of Houston-Downtown has been a unique and wonderful partner as the institution addresses literacy through afterschool programming. Throughout the duration of the grant and for sustainability, we support those afterschool initiatives, and we will do our part to be a community partner with the institution as it gives of its times, talents, and treasures to shape the educational experiences of so many students and their families.

Thank you again for considering the University of Houston-Downtown in its efforts to address education and literacy in a meaningful way. We are honored to offer support, and we look forward to all this great work!

Sincerely,

A handwritten signature in blue ink that reads "Julie Baker Finck".

Julie Baker Finck, PhD.
President and Chief Executive Officer

A handwritten signature in blue ink that reads "Allan R. Marshall".

Allan R. Marshall, M.Ed.
Chief Development Officer



Children's **Museum** *Houston*

January 4, 2021

Texas Education Agency
FY2021 - 21st Century Community Learning Centers Grant Program
University of Houston-Downtown

Principal Investigator: Steven Villano
Co-Investigator: Dr. Laura Link

Dear Grant Submission Review Team:

On behalf of Children's Museum Houston, I'm pleased to confirm our involvement in the University of Houston-Downtown's proposal to launch six 21st Century Community Learning Centers at HISD elementary, middle, and high school campuses. The Museum has a long history of outreach involvement in the focus neighborhoods, and we look forward to expanding our outreach through this partnership should it be awarded by TEA.

Our mission is to transform communities through innovative child-centered learning. We do this through two museum locations and outreach in over 400 other locations throughout Houston, with all outreach dedicated to serving families living with low income. In a typical year, we host 750,000 visitors in our Houston museum location and another 500,000 through outreach across Greater Houston in the form of out-of-school time student engagement and family learning programs.

We are honored to be joining UHD in this endeavor and remain available to support the effort throughout the proposal process and beyond.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Cheryl McCallum', with a long horizontal flourish extending to the right.

Cheryl McCallum, EdD
Director of Education