



**2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 12, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 23, 2023

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:

Grant period: **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 UEI

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

Evaluate the community needs and available resources for the community learning center by completing the community needs and community resource tables on the *Grant-Level Strategic Plan (Pre-Award)*. Then provide a narrative response describing the following:

- The multiple data sources used, and stakeholder feedback provided when conducting the need assessment.
- Why the needs assessment indicates the need for afterschool and summer programs.
- How the proposed program will address those needs, including the needs of working families
- How the needs assessment informed the targeted participation numbers for students and adult family members.

Harris County Department of Education (HCDE) launched its afterschool division, the Center for Afterschool, Summer and Enrichment (CASE) for Kids, in 1999 to equalize opportunities for youth across Harris County. As such, this HCDE/CASE proposal is the product of a collaborative needs assessment process with local school districts, charter systems and community stakeholders. Data sets used for needs assessment include census reports, district data, juvenile justice reports, city/county health data, and surveys administered to afterschool service providers, parents, and youth. Quarterly listening sessions and community meetings with districts and afterschool partners show that while we are continuing to return to normal post pandemic shut-downs, issues related to academic success, student behaviors, and engagement in learning activities remain, especially for youth in poverty. According to 2020 ACS 5-Year Census Data, Harris County serves 840,335 school-age youth with 184,873 living in poverty. Research from the Afterschool Alliance shows that low-income families have significant barriers to afterschool programs that keep kids safe and engaged in learning while supporting working families (Alliance, 2021). Upon release of the Cycle 12 application, CASE invited 25 school districts and various charter systems in the Harris County area to an information session on how to partner for the 21st CCLC grant. Interested districts and charters submitted campuses identified as in need of afterschool programming for consideration. Using campus statistics and Campus Improvement Plans to determine the centers most in need, CASE selected 10 Centers in five school districts: Crosby ISD, Galena Park ISD, Houston ISD, Sheldon ISD and Spring ISD - and one charter system - Southwest Public Schools. All of the identified centers - 9 elementary schools and 1 middle school - were verified on TEA's list of 2021-2022 eligible campuses. Across the 10 centers, student populations average 74% at-risk and 90% economically disadvantaged. Also, on average, 45% of students at selected campuses are in need of accelerated learning support through HB 4545, indicating a continued need for academic support to decrease the percentage of students below grade level. Additionally, the percentage of English Language Learners (average 50%) also shows a need to support families and address language barriers that often challenge learning and understanding of concepts.

This proposed program, "ACE with CASE," will: 1) address learning loss through targeted academic assistance; 2) equalize opportunities through student-based enrichment activities and civic engagement programming; and 3) strengthen youth support networks through adult family engagement services. Trained staff, school-day teachers, contracted service providers, and community volunteers will deliver high-quality activities utilizing evidence-based curricula chosen with youth and family input. As part of the needs assessment process, once selected, each Center provided data on local resources and services, identified priorities from the Campus Improvement Plans and confirmed gaps in services related to afterschool programs. To assess student needs, eligibility and ability to serve the proposed number of students, each campus also shared student demographics, academic performance data, statewide assessment, special education initiatives. After discussions with selected campuses, it was determined that each elementary & middle school campus will serve 75 regular students, with 50 students in HIT, and 40 adults.

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5. Measurable Goals and Progress

Establish a set of performance measures aimed at ensuring the availability and effectiveness of high-quality academic, enrichment, and family engagement opportunities by completing the Grant-Level Summative SMART goals on the Grant-Level Strategic Plan (Pre-Award). Then provide a narrative response describing the benchmarks that will be used to measure progress toward meeting the SMART goals. Include key strategies for recruiting and retaining students, engaging with adult family members, recruiting staff, ensuring strong program operations, aligning with the school-day, and monitoring fidelity of program implementation.

ACE with CASE staff will implement the following strategies to monitor progress in meeting SMART goals:
1) Program start up and ongoing implementation strategies - hire experienced staff; recruit interested school-day teachers; select vendors from a pool of over 100 service providers managed by CASE, and recruit students and families for participation. CASE will train program staff in the ACE with CASE program model and quality process improvement system. Calendars will be set for monthly project meetings, and critical content such as overall timeline, logic model, SMART goals, etc. will be shared with all collaborators. Benchmarks: Register 80% of the targeted number of students for the fall semester. Register 100% of targeted number of students by the spring semester. 90% of students will become regular students by attending 60 days or more before the start of the summer program. For fidelity of implementation, CASE will regularly review activities and attendance entered in TX21st and maintain a score of 3 (defined as Progressing) or better on the Texas ACE Quality Assurance Process.
2) Academic success in reading and math strategies - identify and enroll students in need of academic intervention based on previous school year report card data, ESL status, teacher referrals, and Beginning of the Year (BOY) testing data into the afterschool program. The Program Specialist will secure curricula for High-Quality Instructional Materials (HQIM) and High-Impact Tutoring (HIT); and will recruit and train program staff in AMPLIFY Reading, ST Math or another TEA-designated accelerated learning tool. HQIM and HIT progress data as well as fall math and reading scores, will be assessed to adjust the program schedule for improvement. Staff and service providers will also be trained in numeracy and literacy integration to align with school-day learning. Benchmarks: Monitor student performance every six to nine weeks, evidencing 75% of students remaining on track for achieving academic gains.
3) Increased student attendance strategies - identify and recruit students with chronic absenteeism from the previous school year; utilize student interest survey data to expand enrichment activities by matching service providers to students' interest; and provide staff and vendors with training that promotes a safe and inclusive afterschool environment. Each center will maintain a unique schedule of enrichment programming and college and career readiness activities based on student interest. To further encourage increased attendance, program staff will regularly review and adapt activities. Benchmarks: 75% of students will maintain an attendance rate of 80% or above for fall semester.
4) Foster engagement-in-learning strategies - all centers will participate in a civic engagement initiative to promote advocacy, education, and integrate youth voice through service. Fall programming will include hands-on activities that will assess student interest, develop team-building skills, and help select a service area of interest. In the spring, students will design and execute their service projects. These activities coincide with local and global efforts to promote child friendly cities. In August 2022, the City of Houston was the first city designated by UNICEF as a child friendly city. The approved plan included youth-based research that identified the need for meaningful afterschool activities, safe spaces to discuss issues, and avenues to contribute to decision-making and serve in leadership roles. Benchmarks: Based on end-of-year assessments: 90% of students will report an increase in self-efficacy, interest in learning, and knowledge of skills related to college and career readiness, and teachers will report increased student engagement in the classroom.
5) Family engagement strategies - plan activities that will best promote both 21st century skills and parents' involvement in their child's success; survey families and adapt the schedule of activities to meet reported family interests. Before each semester begins, Site Coordinators will prepare and disseminate promotional material and register new adult family members into the program. Benchmarks: By the end of the fall semester, 70% of the adult participation target will be met; data collected after each parent engagement event will evidence increased involvement in students' learning and parent confidence with new skills developed.

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6. Project Evaluation and Modification

If the benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program. Include a description of how the state activities for continuous improvement will be utilized for project evaluation and modification.

CASE will use a continuous quality improvement approach to plan, implement and regularly evaluate the effectiveness of identified strategies for program improvement. We will identify a team comprised of the Project Director, Program Specialist, Site Coordinators, School Liaison, youth representatives, and program staff designated and trained as Youth Ambassadors to identify challenges/barriers, analyze data collected and make recommendations. Through regular meetings, the team will ensure that benchmarks and SMART goals are making progress or that modifications are integrated when benchmarks have not been met. The team will collaborate with HCDE's Research and Evaluation Institute to utilize student data, the logic model, and identified SMART goals to routinely evaluate academic, social/behavioral, and attendance outcomes. Staff will reassess/redesign the logic model and student schedules as needed.

CASE will use three tools to assess program quality and improvement: 1) the Texas ACE Blueprint, 2) the Quality Assurance Process, and 3) David P. Weikart's national self-assessment tool Youth Program Quality Assessment. CASE will use the Texas ACE Blueprint's Capacity Development Process to start strategic planning and identify areas of improvement in ACE with CASE's SMART Goals and Logic Model. The Quality Assurance Process will be used to determine the strengths and improvement areas in processes and outcomes based on scored quality indicators. Weikart's self-assessment tool will allow and encourage stakeholder feedback, which will also aid the program in quality improvements. Program staff will receive extensive training and monitoring to ensure high-quality program standards are met and maintained throughout the program year. Students will also receive training in the Weikart process, allowing for modification of services to address barriers to participation.

7. 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 applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. Complete the Title IV, Part B Affirmation of Consultation form with Private Nonprofit School (PNP) Officials and submit the signed Affirmation to *Every Student Succeeds Act (ESSA) Reports* Application, accessible through TEAL on the same date as this grant application. If awarded, Affirmations are due annually on the same date as the 21st CCLC continuation application.
- 6. The applicant provides assurance to adhere to assurances #6-#28, all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 12, 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.

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8. Statutory/Program Requirements

1. Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Describe the proposed activities in each of the following areas: targeted academic support, student interest-based enrichment, and family engagement.

The ACE with CASE Model uses a holistic approach to cultivate: 1) participants' minds through academic student support; 2) participants' hearts through student-based enrichment and civic engagement programming; and 3) participants' support systems through family engagement. We will utilize the expertise of school-day teachers, community-based service providers, and families to provide high-quality activities that support youth on their developmental journey. Staff will use youth voice to inform programming and design service initiatives based on issue identification within the students' community. Student success will relate to improvements in academics, advances in intrinsic motivation to learn, and the development and expansion of support networks especially as it relates to family engagement. All activities will align with the Texas ACE components.

Academic Support: All centers will have daily targeted academic student supports for at least one hour. Academic supports will be implemented through homework help, ESL, academic clubs, and Think Tank Tutoring (T3). Homework help, ESL and academic clubs are structured for teacher-led instruction. Homework plays a critical role in the formation of positive learning beliefs and behaviors, including a belief in one's academic ability, a deliberative and effortful approach to mastery, and higher expectations and aspirations for one's future (Bempechat, 2019). Think Tank Tutoring will allow students to work with grade-level peers and Youth Ambassadors to teach and apply knowledge learned. Academic supports will use TEA-approved high-quality instructional materials (HQIM) such as, ST Math, Amplify, BookNook, and other State-Licensed Supplemental materials. Program staff will coordinate High Impact Tutoring (HIT) for students who fall within 50-75% below the grade level requirements. Tutorials will occur three times a week in 30-minute intervals maintaining the ratio of 1:3.

Student Interest-Based Enrichment: All centers will schedule enrichment activities based on youth interest to foster success in reaching enrollment numbers and regular student attendance. Enrichment activities will be selected based on information received from student and parent interest surveys. Youth Ambassadors and contracted service providers are the primary facilitators of enrichment activities. The activities are unique to each center and will include, but are not limited to, STEM, health, sports and recreation, visual and performing arts, and college and career readiness. Centers 1, 2, 7 and 8 have already expressed interest in Coding, Robotics, and STEM activities; Centers 6 and 10 in Gardening and Photography; and Centers 3, 4, 5, and 9 in Cultural Dance and Cheer. Afterschool programs offering enrichment activities that build on student interest increase school connectedness and increase school-day attendance (Change & Jordan, 2013). Centers will also implement a civic engagement initiative that integrates youth voice to support the development of intrinsic learning. Service modules will include: goal setting, team building, issue identification, community mapping, event coordination, and completion of a service project. A study of students involved in afterschool programming with civics and leadership components found that students developed agency, organizational skills, responsibility, persistence, strategic thinking, and the ability to apply these skills to other areas of their lives. (Larson & Angus, 2011). Elementary centers will focus on goal setting and team building, while middle school centers will also integrate community assessment and event planning. Both will participate in a service project that represents their interest.

Family Engagement: Family members are critical members of a youth's support system. It is important to design and implement diverse opportunities (both academic and social) that align with and extend the school day learning that students experience (Conston and Horn, 2015). As such, ACE with CASE family activities will equip families with tools to enhance and extend learning from school to home, as well as build parent confidence. CASE staff will develop, in-person and virtual parent events aligned with CASE's Quality Framework: 1) Collaborative Relationships - facilitating family-to-family support systems and resources such as familiarizing families with groups such as Workforce Solutions or HCDE's Adult Education division; 2) Diverse Learning Opportunities - equipping families with knowledge and skills based on with community needs and best practices in events such as Financial Literacy or Family ELA/Math Night; 3) Safe and Inclusive Environments - events in safe and structured environments that are secure, nurturing and inclusive for all family members to learn and explore, such as Coping with Stress or Supporting Your Childs' Academics. These evidence-based events, will support families in building stronger families, while supporting their children to improve in academics, school-day attendance and classroom engagement.

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8. Statutory/Program Requirements (Cont.)

2. Demonstrate how the program will use 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.

CASE for Kids has 24 years of experience applying best practices to deliver high-quality programming. CASE will use research-based models and evidence-based practices for staff professional development, training of our service providers, selection of curricula and materials, and utilization of community resources. Staff and service providers are trained in Social Emotional Learning, literacy and numeracy integration, and service learning to promote and ensure positive youth development. Professionals trained in numeracy integration and culturally responsive practices create high-quality programs and impact academic performance (Soto-Lara, 2022). CASE also brings in state of the art trainers to present on topics from classroom management to skill building and trauma-informed care. Many CASE staff are certified trainers in several after school implementation topics that include, but are not limited to, civic engagement, intentional awareness, internet safety, CPR/First Aid, and mental health. CASE's lending library contains evidence-based curricula and materials that are often too expensive for programs to buy on their own. Centers can check out items for semester long implementation to supplement their curricula. Examples include Readers' Theater Kits, STEM materials such as Osmos, Spheros, Ozobots, and more. Community resources are utilized to ensure CASE programs provide college and career readiness integration. For the past two decades, CASE has partnered with local businesses, corporations, and nonprofits to inform pathway aligned lessons and use volunteers to connect kids to their respective industry. The inclusion of service is a purposeful best practice to ensure the integration of youth voice into the program itself and to foster youth participants' intrinsic motivation to learn. CASE will provide training to staff and service providers in a civic engagement model. Staff will also be trained to serve as youth advocates and to represent their students in planning meetings for the ACE with CASE program as well as in conversations with school-day staff, families and community members. Afterschool programs that start early with integration of civic engagement activities are more likely to impact a students' future engagement in civic affairs we well as in their own educational journey (Malone, 2008).

3. 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.

During the needs assessment process, each campus used their campus data to evaluate transportation needs for students and families participating in the program. Center transportation breakdown is as follows: Centers 1 and 9 have a 100% car-rider population for the program, while centers 2, 3, 4, 5, 6, 7, 8 and 10 have diverse transportation modes of car riders, walkers and bus riders. Centers 3, 5, 7, 8 and 10 will leverage additional funds to provide bus transportation.

Upon registration, all centers will use the ACE for CASE registration form to finalize arrangements based on identified needs of enrolled students. This form requires parents to indicate how their student(s) will travel home from the afterschool program. The form is available in each student's file and used to group students into the appropriate transportation group: walker, car rider or bus rider. Students who qualify as bus riders are assigned to designated buses based on the route data provided by the district's or charter's transportation department. The Site Coordinator will manage the campus' methods for dismissal and utilize transportation-specific sign-out sheets to group students in the designated dismissal areas at the campus. The Site Coordinators' contact information is provided in the campus contact list and accessible to school administrators, transportation officials, and parents. Communication between the district's transportation officials and Site Coordinators will be established at the beginning of the year to address immediate transportation needs (i.e., student roster concerns, bus assignments, route substitutions, and students missing the bus). Parent text groups (such as Remind) are utilized to notify if there are changes/delays. Parents and teachers can also notify the Site Coordinator if there are changes for that day.

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8. Statutory/Program Requirements (Cont.)

4. 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. Describe the applicant's plan to inform the community about the center and participating in the program.

Upon notice of award, CASE will announce the creation of the Texas ACE program through an official Harris County Department of Education (HCDE) press and media release, including each center's location and contact information. HCDE's Communications department will also contact each partner district's communications office to post Texas ACE announcements on their respective websites, monthly newsletters, and social media. Site Coordinators ensure all parents and students, specifically, families deemed most in need of the Texas ACE program are informed about the opportunity. The Site Coordinators will also promote the program to families through various methods, such as Back to School orientations, campus newsletters, signage on school buses, mass email distributions, Meet the Teacher Night, Open House, Book Fairs, Parent Teacher Organization meetings, and handouts in students' take-home folder. Site Coordinators will provide flyers and other publications formatted to adhere to Texas ACE branding guidelines for marketing and promotions. CASE will make information available in multiple languages to align with each center's demographics.

Throughout the year, Site Coordinators will continue to promote the program by sharing information about activities and upcoming events on the school's website and social media channels. Youth will also join efforts to promote the afterschool program by helping design promotional materials, recruiting peers, and collecting impact stories to share with community collaborators to raise awareness of the program and help expand community partnerships. In addition, HCDE/CASE staff will make presentations to school boards, elected officials, and chambers of commerce.

5. 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)

CASE will work with HCDE's Center for Grants Development division to obtain volunteers through corporate partnerships, local universities, and community outreach to integrate into our college and career readiness programming. Site Coordinators and district staff will obtain volunteers through local community groups, school affiliated groups and local community colleges, to provide support during homework help, academic clubs, and to serve as student mentors. Each Site Coordinator will work with the high school in the campus' feeder school path. High school volunteers will serve as mentors, tutors, and enrichment aides to support instructors and students during activities. Through this volunteerism, high school students will also earn service credit as required by their high school.

Site Coordinators will adhere to their respective district's protocol for approving volunteers. Coordinators will make sure volunteers are cleared before reporting to campus. Upon arrival, volunteers will sign in as a visitor, following the same process the school uses during the school day for visitors. Volunteers will offer additional support for culminating events that emphasize project-based learning activities showcasing student accomplishments, and for end-of-year service projects designed by students at each Center. CASE provides volunteers with up to 8 hours of volunteer training to familiarize each of them with out-of-school time best practices, classroom management, and roles and responsibilities at culminating events. CASE also screens volunteers for any culminating event that is hosted off-campus.

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8. Statutory/Program Requirements (Cont.)

6. 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 and ensure an appropriate, safe, and equipped facility. This includes coordination with, but not limited to, food services, security, health services, and special education.

CASE will leverage resources from other local, federal and private funding streams. Curricula and materials are available through the CASE lending library, and free and low-cost professional development is available through CASE, HCDE's Center for Educator Success division, and United Way's Out-2-Learn Network. Service providers subsidized through City of Houston and Harris County funds can also benefit the 10 Centers. To ensure 21st CCLC dollars are maximized with existing TEA initiatives, CASE's Level Up Houston, a privately funded digital badging initiative, will serve as a programmatic platform to document services across all 10 centers. Similar to merit badges, Level Up Houston documents student achievements and issues badges for key accomplishments and skill acquisition throughout students' educational journey. Program stakeholders will help determine pathways and appropriate activities to earn completion badges for academic and college readiness and ensure alignment with each center's SMART goals.

TEA initiatives currently implemented at seven of the 10 centers are as follows: Additional Days School Year (ADSY) summer program and Additional Days School Year Full Year Redesign (ADSY FYR) at Centers 3 and 4; COVID Recovery Instructional Materials Support Initiative (CRIMS) at Centers 7 and 8; TCLAS Decision 11: High-Quality Afterschool at Centers 1 and 2; and Title 1 funding at Center 9. CASE will use these programs to provide additional staffing support and materials, which will enhance program activities. District partners will also coordinate local resources to benefit the program, such as snacks/meals provided through the district's nutrition program or the Houston Food Bank. Centers 3, 5, 7, 8 and 10 will leverage funds to provide bus transportation.

7. 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.

HCDE has a long history of investing in and sustaining afterschool programs. The CASE Division works with the Center for Grants Development to leverage resources from both the public and private sector to support afterschool programming, not-for-profit service providers and the purchase of high-quality curricula and material. As a grantee, CASE will coordinate with districts, campus-based Advisory Councils, and the Education Foundation of Harris County to implement sustainability plans for each center. The CASE Project Director will train and guide Site Coordinators in accessing information, tools and data necessary to create and implement campus-based Advisory Councils. Members will consist of youth representatives, staff serving as Youth Ambassadors, community stakeholders, and a district liaison. The Advisory Council will serve as a group invested in high-quality OST programs to aid in generating program awareness and interest. Members will receive training on using qualitative and quantitative data to share stories with key stakeholders (e.g., funders, local business and corporations, district administration, board members, and community-at-large). CASE and Advisory Council members will establish partnerships, identify funding opportunities and work with youth to gather impact stories to help promote the program.

Elementary schools are eligible to apply for funding through HCDE's Partnership Project. This initiative is funded in part by HCDE Trustees and provides funding that allows elementary centers the opportunity to transition to a subsidized fee-based program. HCDE's financial contribution through the Partnership Project allows programs to offer lower fees to families they serve. The middle school will benefit from the partnerships formed from Level Up Houston, a digital badging initiative that connects local businesses, corporations, and service providers by sharing college and career readiness content. CASE will solicit badging partners to sustain activities for older youth.

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8. Statutory/Program Requirements (Cont.)

8. Describe the proposed partnership(s) between local educational agencies, community-based organizations, and any other public or private entities. Include how the partnership will contribute to achieving stated objectives and sustaining the program over time. To receive priority points, the applicant must provide information that demonstrates the activities proposed in the application are, as of the date of the submission of the application, not accessible to students who would be served; or that it would expand access to high-quality services available in the community. TEA will provide the same priority to an application submitted by a local education agency (LEA) if the LEA demonstrates that it is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements of this grant. Check the box if applying for priority points under this special rule. If this box is checked, provide clear relevant evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements.

This applicant is part of a planned partnership

The applicant is unable to partner

The planned partnership for the ACE with CASE program consists of CASE in collaboration with six LEAs to administer the Texas ACE Cycle 12 grant. CASE worked with districts to establish shared goals for the program: 1) address learning loss through targeted academic assistance; 2) equalize opportunities through student-based enrichment activities and civic engagement programming; and 3) strengthen youth support networks through adult family engagement services. HCDE/CASE is responsible for providing grant management and oversight. CASE's Project Director and Program Specialist will serve as the lead on program delivery, implementation, technical assistance to assure compliance, provide professional development recommendations and opportunities, curriculum resources, and budget oversight. CASE will create a grantee-level network of community partners to provide guidance, help recruit volunteers, and work with each Center's Advisory Council to strive for sustainability. HCDE/CASE will formalize partnerships with each entity through an interlocal contract agreement.

Partnering LEAs are responsible for: 1) providing space for day-to-day operations of the program; 2) identifying a district contact and a school liaison for each Center; 2) employing certified teachers to provide academic instruction during academic focused activities; 3) participating in all evaluation requirements; and 4) merging pre-existing TEA Initiatives into the ACE with CASE program to engage more students and parents. These initiatives will aid centers in selecting students deemed the most in need based on district benchmarks, attendance and behavior. Districts have formed partnerships with CASE to provide support to guarantee that programs will continue to meet the needs of students and working families over the next five years as other funding streams within the district will be reducing or ending. These districts will also have opportunities to apply for supplemental funding through other funding streams exclusive to HCDE. Needs assessments and campus improvement plans for each center demonstrate that afterschool programming is required. All the centers are in regions without access to high-quality afterschool activities for working families. In conjunction with CASE, school districts can extend support to parents and community members by creating a safe, intellectually stimulating, and instructional atmosphere for students. These programs have become an absolute necessity for working families, due to issues with work schedules and cost of alternative childcare. These partnerships help leverage funds by making the program available to students within the school at no cost.

CASE will also contract with enrichment and social service providers to implement center and grantee-wide services for students and families needing additional support. Each district has committed to working with CASE and neighborhood allies to ensure effective resource management and program sustainability. Through additional funding streams available at HCDE, campuses will have the opportunity to contract with vendors and provide students with high-cost services they would not otherwise be able to access inside their community. Each year CASE manages a public procurement process that makes over 100 area service providers eligible for contracts with school districts. Vendors provide a wide range of high-quality enrichment activities that include but are not limited to: gardening, photography, robotics, cultural dance, fencing, coding, fashion design, podcasting, tutoring, music, soccer, etc.

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8. Statutory/Program Requirements (Cont.)

9. Describe how the program will coordinate with school-day to ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students.
- a. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA initiatives designed to accelerate learning and increase specific academic student outcomes.
 - b. If applying for Program Priority 2 - Accelerated Learning, include a description of how the grant program will integrate supplemental HQIM and HIT product use.

Overall benchmarks for strong program operations reflects CASE’s vision of supporting a connected community that invests in youth opportunities: 1) working with districts and stakeholders to establish needs during proposal preparation; 2) aligning program activities and SMART Goals to campus academic and strategic goals with measures and outcomes; 3) agreeing on key program model components to efficiently meet grant goals; and 4) engaging school-day teachers to evaluate the impact of the program through surveys documenting evidence of behavioral improvements.

*Priority Point 1: CASE staff, Site Coordinators and campus leadership will meet regularly to discuss integrating pre-existing TEA initiatives into the ACE with CASE program to improve student attendance and outcomes in reading and mathematics. Centers 1, 2, 3, 4, 6 and 9 will integrate TCLAS Decision 11 (D11 HQAS); Centers 3 and 4 will integrate the Additional Days School Year (ADSY) summer program and Additional Days School Year Full Year Redesign (ADSY FYR); and Centers 7, 8 and 9 will integrate the COVID Recovery Instructional Materials Support Initiative (CRIMSI). Based on the initiative, campus administration will select and refer students deemed the most in need and the Site Coordinator will register those students directly into the ACE with CASE program. The Site Coordinator will work with program staff to design a schedule in which those students receive more instructional learning from teachers employed by the initiative. Aligned with initiative standards, CASE will also connect its Level Up platform to badges developed for each centers’ initiative. The online college and career readiness system documents and badges youth activities to serve as evidence of their accomplishments throughout their educational journey.

*Priority Point 2: Accelerated learning for academic support to all participants will be implemented through Homework help, ESL, academic clubs, and activities integrating high-quality instructional materials (HQIM) approved by TEA. Prior to the start of the program, the first meeting with the Site Coordinator and campus staff will consist of reviewing students’ standardized testing scores, needs assessments, and grades from previous year to gauge which students have not met the necessary metric requirements and to create appropriate schedules to address student needs. Students who are below 50% of the standardized requirement for their grade level will be required to attend 3 HIT sessions a week. Students who are 75% from meeting the standardized measured requirement of grade average would only require high-quality instructional materials with Think Tank Tutoring (T3). During the academic portion of the program, ACE with CASE students will participate in 1 hour of homework help and T3 or attend their assigned HIT session for at least 30 minutes. T3 will be offered daily, for at least 45 minutes, allowing students to complete their self-paced HQIM activities. There will be three 30-minute rotations of HIT Tutorials offered three times a week. After completing their learning time as required, the students will integrate back into scheduled enrichment activities.

The Site Coordinator will schedule ongoing meetings with campus administrators and school-day teachers and counselors to regularly review students’ progress. After reviewing the first six-week report cards for middle school students or nine-weeks report cards for elementary students, the Site Coordinator will assess the needs of each student within the HIT program and work to identify any additional students that would need HIT services. If a student is identified as no longer in need of HIT services, after meeting with School-Day Teacher and Counselor, and notifying the family, the student can be removed from HIT but continue the HQIM based activities within the Academic Hour.

For TEA Use Only:

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

9. 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" value="Students, Others"/>	Barrier	<input type="text" value="Cultural, Linguistic or Economic Diversity"/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Absenteeism/Truancy"/>
Group	<input type="text" value="Teachers, Others"/>	Barrier	<input type="text" value="Lack of Support from Parents"/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Learning and Physical Disabilities"/>

10. 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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11. Request for Grant Funds

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

Payroll Costs

1.	Project Director - 1 Full-time employee and benefits	\$72,654
2.	Program Specialist - 1 Full-time employee and benefits	\$65,902
3.	Site Coordinators - 10 Full-time employee and benefits and campus-based teachers	\$706,000
4.	Program Staff/Youth Ambassadors for each campus	\$26,000
5.	HIT Tutorials facilitated by campus-based staff	\$200,000

Professional and Contracted Services

6.	Academic services to support Think Tank Tutoring & academic activities for each campus	\$299,000
7.	Vendor services and staff for specialized activities based on student interest for each campus	\$250,000
8.	Vendor services and staff to support Civic Engagement activities for each campus	\$150,000
9.	Vendor services to support Family Engagement activities for 40 adults at each campus	\$100,000
10.	Independent Evaluator Services (\$1,400 per campus)	\$14,000

Supplies and Materials

11.	Consumable supplies for Enrichment Activities (\$4,000 per campus)	\$40,000
12.	Curricula and supplies for Family Engagement (\$1,200 per campus)	\$12,000
13.		
14.		

Other Operating Costs

15.	Employee Travel - lodging, transportation, conference registration and fees for grant positions	\$10,000
16.	Employee Local Mileage for grant positions	\$2,200
17.		

Capital Outlay

18.	N/A	0
19.		
20.		

Direct and indirect administrative costs:

TOTAL GRANT AWARD REQUESTED:

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Appendix I: Negotiation and Amendments

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to competitivegrants@tea.texas.gov Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. 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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