



**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:

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 DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Date

Grant Writer Name Signature Date

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
Development of an ACE Literacy Program to increase literacy and writing proficiency using baseline data (state standard and district benchmark) increasing performance each year.	Implementation of research based, tiered literacy interventions that complement and extend school day instruction. Literacy interventions to include cross curricular content, individualized tutoring schedules and innovative enrichment clubs and activities.
Increase the number of high quality enrichment activities lacking in the community due to high eco. disadvantaged status that will provide a socially and emotionally supportive environment for participants.	Increase Fine Arts, STEM and recreational enrichment offerings via community partnerships, contracted services and ACE developed lesson plans. Partnering with HISD Social Workers and Counselors will provide small group instruction on character building, emotional wellness and college and career exploration.
Reduce the discrepancy between the state's STAAR Math scores and the District's STAAR Math Scores at the Meets Grade Level or above category for students participating in the extended day program.	Collaboration with HISD Math Coordinators to identify student gaps and tightly align ACE offerings to focus on identified academic gaps. Provide STEM based enrichment activities that foster participant voice and choice and build math knowledge and skills.

5. SMART Goal

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

The ACE extended day program will implement engaging researched based academic and enrichment activities to increase student achievement in literacy and math by eight percentage points on STAAR and/or District Benchmarks during the 2021-2022 school year and by four percentage points in each subsequent grant year.

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

Beginning of the year baseline district benchmark and state assessment data will be examined for each student participating in the program. Based on the center level needs assessment, program staff will regularly monitor area of needs for progress. The ACE Site Coordinator will conference with the participant's classroom teacher(s) to identify specific needs and academic gaps. Following each grading period, student's reading/writing and math grades, school day attendance, behavior referrals, and program participation will be accessed. Based on the findings, a comprehensive achievement plan for students needing interventions will be developed, adjusting program offerings as needed. Students and families will be provided the opportunity for reflection on first quarter programming and input towards second quarter. Family Engagement event data will be documented for interest.

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

Beginning year benchmark data will be compared to students current benchmark data in the areas of reading and math to determine if activities in place are impacting student success. Current report card data will be compared to previous report card data to determine growth in math and reading/writing grades, during the day attendance, behavior referrals and program attendance. Percentage of growth will be used to determine progress towards program SMART goal. A four percentage point overall gain at this point will indicate progress. Enrichment activities will be examined to determine interest level through surveys and activity attendance. Students and families will have the opportunity for reflection and input for program adjustments and voiced areas of need. The budget will be reviewed to determine if amendments need to be made based on program monitoring at this point in time. TEA Quality Assurance Measures will be implemented to provide additional insight on progress and effectiveness.

Third-Quarter Benchmark

For consistency in measuring program progress data will continue to be compared between the previous data set and the most currently data set in the areas of math, reading and writing grades, available assessment data, attendance, behavior referrals and program attendance. Grantee and Center level needs assessments, logic models and recruitment plans will be reviewed and updated based on benchmark success and targeted goals. Planned family engagement activities will be reviewed and adjusted according to family needs. A budget review will ensure all grant funds are allocated appropriately to be expended by end of year one. Participants who lack desired progress in any academic area will secure an invitation to participate in summer programming.

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.

Project evaluation will include both formative (benchmark progress) and summative assessments to determine if progress was made toward the summative SMART goal. Using the outcome in mind, data tools, assessment information, district systems to examine individual student data, surveys and student and family voice and choice will be analyzed and reviewed to make program improvement changes throughout the program year.

Internal program evaluations will be conducted by the ACE Project Director in conjunction with the Center Site Coordinator with input from the Campus Administration. The evaluation process will include informal program walk-throughs, quarterly staff observations and usage of the ACE designed monitoring tool that measures each center's quality of program offerings, youth-centered practices and high expectations of program staff.

An external evaluator will be contracted to measure program progress and provide qualitative and quantitative data for the annual TEA evaluation report using the ACE Blueprint for guidance and best practices. The formal and informal data assessed will influence staff training, future activity development and student recruitment criteria.

Examining both the internal and external evaluations will determine if progress toward the program goal is being met. If evaluations show progress toward the goal is not being met, a root cause analysis on programs, materials and partnerships used during programming will be performed. Based on the root cause findings, programming will be adjusted to ensure progress toward the ACE Program goals and outcomes.

Are struggling students closing the gap and reading on grade level? Are math skills improving? Is there a reduction in behavior referrals? Is during the day and program attendance increasing? Are students engaged in school day learning? Answers to these questions will facilitate program changes and improvements.

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8. Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The program will take place in a safe facility that is properly equipped and easily accessible.
2. The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
3. The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended, Section 1114 and the families of such students.
4. Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local education agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
5. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. Funds will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case, supplant federal, state, local, or non-federal funds.
6. The community has been given notice of an intent to apply and the application and any waiver request will be available for public review after submission of the application.
7. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
8. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
9. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC), Cycle 11, Year 1 Program Guidelines.

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9. Statutory/Program Requirements

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

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

To determine district and campus needs in relation to after-school programming, an ACE Needs Assessment Team was formed consisting of District Administration, District Program Directors, Extended Day and Curriculum Coordinators, Teachers, Community Partners and Students. The Team examined and analyzed multiple data sets from local resources, Public Education Information Management System (PEIMS), TAPR reports, US Census Bureau Reports, Campus Data to include attendance rates, STAAR scores, behavior reports, demographics, mobility rates, retention rates and special population groups such as at-risk, ELL, special education, economically disadvantaged, migrant and homeless. The Team examined current after-school programs offered in the community to establish need. Student and Community Surveys were used to gather data on "voice & choice" programming, community services and needs from stakeholders. Surveys were distributed in English and Spanish. Hours of operation and ending time was developed with family input and working families in mind in order to end program at a time convenient for families to pick up students after work. Surveys also indicate that family events held in the evening hours would facilitate greater participation. Due to low economic status the community lacks enrichment opportunities that students in other communities are afforded.

The Team prioritized campuses in need, resulting in the ten sites requested in this grant process. Each of ten campuses are high economically disadvantaged campuses with large percentages of at-risk students and English Language Learners. Data further revealed that in each of these ten campuses academic gaps in literacy and math exist. Principals from each of these ten campuses offered data showing deficiencies in these two areas based on individual campus data. All ten campuses have been identified by TEA as "campuses in need of targeted assistance". Data revealed that students who meet the state's at-risk criteria, coupled with economically disadvantaged status are most in need of supplemental academic and enrichment opportunities that can be provided through this grant. Campus sub-pop information chart:

Campus	Adams ES	Bellaire ES	Carroll Bell ES	Collier ES	Columbia Heights ES	Gilbert ES	Rayburn ES	Stonewall Flander ES	Leal MS	Terrell Wells MS
% At Risk	74.3%	76.0%	92.1%	77.0%	82.3%	81.4%	77.9%	72.8%	76.0%	74.9%
% Eco. Dis.	96.8%	88.8%	81.0%	93.8%	95.9%	94.7%	92.0%	98.2%	97.0%	88.2%
% ELL	21.8%	24.4%	21.5%	17.4%	32.6%	15.4%	17.8%	24.9%	21.9%	14.1%

Initially students who meet the need-based criteria will be ranked according to need and be given registration priority. After each grading period campus student data will be examined and additional students in need of service will be added as funding and space allows. Site Coordinators will recruit students throughout the year who would benefit from the program. Continual information will be available at each site to inform families of the opportunity to participate in the program. Initial proposed plan of service:

Campus	Adams ES	Bellaire ES	Carroll Bell ES	Collier ES	Columbia Heights ES	Gilbert ES	Rayburn ES	Stonewall Flander ES	Leal MS	Terrell Wells MS
# At Risk	436	352	307	278	236	337	279	369	516	526
# Proposed to Serve	131	106	92	83	71	101	84	111	103	106
Proposed %	30%	30%	30%	30%	30%	30%	30%	30%	20%	20%

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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.

Implementing four main strategic areas, Alignment with School Day Curriculum and Policies, Accessible Enrichment Offerings, Assessment and Improvement of Program Quality and Impact and a Robust Family Engagement Program will increase student achievement in state assessments/district benchmarks by eight percent, attendance by two percent, reduce behavior referrals by six percent and increase student/family engagement by 10 percent by June 2022.

Alignment with School Day Curriculum and Policies: HISD ACE program will provide innovative, engaging activities that are designed to align with TEKS, state standards and school day curriculum. Activity design will provide students with opportunities for enhanced learning in a safe, engaging and collaborative environment. Existing district resources will be used to address each center's specific program needs based on findings from the campus needs assessment and program logic model. Academic and enrichment activities will incorporate hands-on, project based strategies to reinforce school day learning. Tutoring needs will be addressed through the implementation of research based, tiered interventions and small group instruction. Interventions will include cross curricular content, individualized tutoring schedules and innovative enrichment clubs and activities. Partnered to align with school day curriculum, HISD ACE Program will collaborate with district core content coordinators, specialists and academic coaches to identify student gaps and develop TEKS aligned enrichment curriculum.

Accessible Enrichment Offerings: HISD ACE Program enrichment activities will be used to recruit, retain and reflect on participant's interest that positively impact the campus culture and climate. Activities will promote skill development, peer to peer relationships, character building and student leadership. Program offerings will increase variety in Fine Arts, STEM and recreational enrichment activities via community partnerships, contracted services and ACE developed lesson plans. Partnering with district Social Workers and Counselors will provide small group instruction on character building, emotional wellness and college and career exploration. Feedback from stakeholder surveys will influence program offerings to mirror student/family voice and choice. All academic activities will be supported by TEKS based lesson plans developed by the center Site Coordinator and certified teachers.

Assessment & Improvement of Program Quality & Impact: HISD ACE Program will implement the usage of the ACE developed monitoring tool to measure each center's quality of program offerings, youth-centered practices and high expectations of program staff. The ACE Project Director will provide on-going training opportunities for each center Site Coordinator. Each Site Coordinator will provide on-going differentiated training opportunities for all levels of program staff and use student data to foster the alignment of program design to school day curriculum. Stakeholder surveys will be issued quarterly to gather feedback on program quality and impact. The formal and informal data assessed will influence staff training, future activity development and student recruitment criteria.

Robust Family Engagement Program: HISD ACE Program will afford families opportunities to participate in programs that are meaningful and build the family-school relationship. Encouraging parenting classes, workshops, weekly family activities, speaker series and providing families ESL, GED and computer classes will increase growth and development within the family unit spilling over to the school/student/family relationship. Partnerships such as Family Leadership/Parenting Partners, Earn-A-Bike, Texas A & M Agrilife Programs, City of San Antonio and implementing district family engagement opportunities based on interest/need will facilitate overall student success.

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9. Statutory/Program Requirements (Cont.)

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

HISD ACE proposes to offer the following daily activities to improve student academic achievement and overall student success by coordinating with regular school day staff to address student needs and integrate program activities with campus curriculum. Our comprehensive plan is designed to incorporate and address all required components including increased academic achievement, improved attendance, behavior, and increased student engagement in learning. HISD ACE daily program operations are designed to impact all targeted grade levels. Daily program operations are outlined below.

3:00pm - 3:15pm	3:15pm - 3:45pm	3:45pm - 4:45pm	4:45pm - 5:45pm	5:45pm - 6:00pm
Student Check -In <i>Attendance, Greetings, Snack</i>	Decompression <i>Social and Emotional Learning Activity</i>	Academic Enrichment (M-Th) <i>Homework Assistance, Tutoring & Interventions</i> College & Career Exploration (Fridays) <i>Guest Speakers, Goal Setting, Leadership Development</i>	Enrichment <i>Clubs, Contracted Services, STEM, Recreation, Fine Arts, Project Based Learning</i>	Dismissal <i>Wrap-up Announcements Student Sign-Out</i>

Each ACE center will be staffed by a full time, highly qualified Site Coordinator who will manage the design and implementation of all center level activities. The center Site Coordinator will oversee student recruitment, collaborate with school day staff, train frontline staff, ensure program compliance and contribute to the collection, coordination, and entry of all required data. Site Coordinators will be required to regularly meet with campus administrators, attend campus Professional Learning Communities, join the campus attendance committee, and participate in all Trauma Informed Care/Mental Health training. Site Coordinators will serve on the ACE Community Advisory Team and coordinate with the ACE Family Engagement Specialist to facilitate all family engagement activities including Parenting Partners. The proposed program activities support overall student success by providing an emotionally safe, welcoming environment each day. Students will be greeted by staff, provided a healthy snack, and participate in SEL activities each day. Social and Emotional Learning activities will provide students the opportunity to develop supportive relationships, manage emotions, achieve personal goals and make responsible decisions. Academic enrichment activities will provide a space for students to receive homework assistance from frontline program staff, tutoring from certified teachers, and tiered interventions from content specialists based on their academic achievement plans. The tiered Literacy Program (LIP) identified in the needs assessment will be implemented. Tier 1 interventions will provide daily homework assistance and access to literacy clubs and activities. Tier 2 interventions will target students receiving a 70-75 grading average in Reading and provide a minimum of one day per week of tutoring with a certified reading specialist. Tier 3 interventions will support students who are failing Reading/ELAR with a minimum of two days per week of tutoring with a certified reading specialist plus any additional interventions as detailed in the students academic achievement plan. Site Coordinators will collaborate with district academic coaches and specialists to develop comprehensive achievement plans for students needing Tier 2 and Tier 3 interventions. College & Career Exploration activities will develop leadership skills, foster student interest in various careers pathways, and expose students to experiences from the field. Innovative, TEKS based enrichment clubs and activity offerings will supply students with access to STEM, Fine Arts, and rotational Recreational activities. Rotational activities will include bowling, skating, team sports, culinary arts, and space exploration. Surrounding students with a community of support and providing intentional activities will render an increase in student achievement, behavior and engagement in learning.

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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

Harlandale ISD has solicited a diverse group of partners in designing a well-rounded program where all partners are committed to working collaboratively to meet the program goals. Listed below is information on the main partnerships that will occur during the life of the grant and will work toward sustainability once grant funds end.

Communities In Schools (CIS) San Antonio: CIS partnership will provide hands on STEM programming centered on student interests with the goal to inspire and engage students in STEM pathways. Programming will be aligned to science and math TEKS, real-world applications and STEM based career exploration. CIS will be an active partner in empowering students to attend school each day and to achieve a high level of success through their proven strategies. Partnering with CIS will provide an avenue for future sustainability through their organizations vast network of grants and programs. (agreement attached)

Earn-A-Bike (EAB): A non-profit youth development program working with schools and parents to incentivize students to engage in positive behaviors, reduce absenteeism, increase academic performance and adopt healthy living habits. Creates an opportunity for a student to Earn-A-Bike through pursuit of perfect attendance and zero conduct marks while completing a series of lessons with health and wellness activities to include journaling, physical activity and family engagement. STEM based lessons are incorporated. Students and their families will build a bike at the culminating activity. EAB partnership includes a high level recreational bike earned by participants incorporating the use of volunteers at the final bike build to keep costs minimal. (agreement attached)

Family Leadership Inc./Parenting Partners: Training and materials to implement a family engagement program through workshops, parenting classes and activities to build a systemic, sustainable family-school partnership. Outcome of partnership is to engage parents in building key parent roles for student achievement. Identified through the comprehensive needs assessment many parents lack the ability or knowledge to be strong role models for their children, coupled with the fact that many of the district's students are being raised by grandparents or siblings, presented the need for a strong parenting program. For ACE participants, serving the whole family through education and activities increases student success outcomes. Building parents as partners will sustain positive family-school relationships throughout the educational career of students. (agreement attached)

Additional partners who are committed to partnering for services/activities once the grant is awarded include Boys & Girls Club of San Antonio, Texas Agri-Life, Family Services Association, Girls Inc. and Alamo Community Colleges. Each partnership would add academic and enrichment opportunities not readily available outside of the school day. Building relationships with various community based organizations and local businesses to provide services during the grant years, will increase the chance of partnering at no-cost or a reduced cost in future years.

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9. Statutory/Program Requirements (Cont.)

5. Explain how the program will apply best practices, including research- or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students.

The district will utilize readily available resources such as the ACE Blueprint, 21st CCLC website, TEA website and USDOE website that support after-school activities that are research and evidenced based.

Academic Achievement: The district reviewed and studied the in-depth research practices and determined that a combination of the practices would best provide an educational and enrichment program that relates to the district's needs. "Essential Elements of Quality Afterschool Programs" by the National Dropout Prevention Center/Network provided information on infrastructure elements, partnership elements and program elements to increase success in designing our program. "Common Practices in High Functioning Afterschool Programs" produced for the U.S. Department of Education helped the district to determine what practices best fit the needs of our students and how to implement those practices. "Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development are Effective", by Joseph A. Durlak and Roger P. Weissberg, guided the district to understand four evidence based components that will be included in our programming. The four practices that will be evident in the district's program include staff training, active forms of learning, focused time allowed for skill development and explicitly defining learning objectives and outcomes. Using a combination of these evidence based research presentations to create a well-rounded afterschool and summer program will help disadvantaged and at-risk students succeed in school academically, promote regular attendance and improve behaviors that are crucial to student success.

Post-Secondary/Workforce: The district will partner with Alamo Community College District, Texas A & M San Antonio, UTSA and district CTE department to provide evidence based practices for students in relationship to Career and Workforce preparation. Activities, guest speakers and lessons will center around Career choices.

Positive Youth Development: To help participants develop positive character traits, the program will implement evidence based curriculum such as 40 Developmental Assets, character/team building activities promoting positive mindfulness and behavior traits. Social Workers will provide social/emotional support and activities.

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.

Transportation needs of students participating in the ACE program will vary by campus, from being picked up by an authorized adult, using the ACE provided bus transportation or walking home. Upon registration for the ACE program, families will decide on their preferred method of transportation for their students. For the safety of all ACE participants, it is the students responsibility to leave the classroom at school dismissal and check-in with the ACE Program staff at the designated location on campus. Check-in procedures will be reviewed with all participants and their guardians upon acceptance into the program. Authorized adults are allowed to check out a student from ACE programming by showing a valid picture ID or their ACE issued dismissal tag to the ACE staff member.

Participants in the ACE program will be provided the opportunity to use the district bus transportation system free of charge. Each center will be provided a bus route specific to the students registered for the bus. During bus dismissal, bus students will be escorted to the bus by an ACE staff member and verified by the bus driver that they are on the correct bus. Bus drivers will be provided with parent contact information in the case of an emergency. All regular transportation rules will be in place for students and staff when riding the bus. Buses will depart on a regular schedule and will drop students off at or near their homes. Students needing special transportation such as wheelchair access will be accommodated in coordination with the Special Education & Transportation departments.

For Summer programming, bus transportation will be provided both before and after program.

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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.

When awarded the grant, the district has numerous ways to communicate where each site location will be held, program scheduled days and times and how to register their child to be a part of this exciting program. The award will also be communicated at a Board Meeting following notice of award.

All communication will be available in English and Spanish. Multi-media postings will be created at the district level. This includes district website, facebook and twitter to disseminate information on the program. An ACE program link will be created and added to the Student Support & Special Programs Department web-page dedicated to all things "ACE".

For campuses who are hosting the sites, individual letters will be mailed to families that will contain a pamphlet describing benefits of the program, program details, how to register and contact information for the Project Director and Site Coordinator. In addition, campus social media and communication apps such as Remind and Class Dojo will be used to disseminate information. Open House Events, community advisory meetings and Program FAQ will facilitate program information to participants.

Program information will be available to the community at all district and community area events to promote awareness of the program.

8. Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources at each campus served. If applying for Program Priority 1- Program Integration, include a description of how the grant program will integrate with other TEA or local initiatives designed to increase specific academic student outcomes. Use data to explain how the program will realistically impact short- and long-term goals for student academic achievement.

The district is committed to coordinating existing funding streams and efforts with the ACE program. By coordinating existing funding streams and programs coupled with a wide range of community and business partners, the program will maximize the effective use of the grant funds while building capacity for sustainability through these collaborative efforts. See chart for fund coordination examples:

Title I	Title II	Title IV	CTE/GT funds	Child Nutrition	Partnership Funds	Local
Extra Duty Pay	Staff Dev.	Extra Duty Pay	Career Paths	Snacks	Speakers	Transportation
Supplies/Materials		Supplies/Materials	Robotics		Supplies	Staffing
Tutoring		Tutoring	STEM		Volunteers	Enrichment
Family Engagement		Enrichment	Culinary		Family Engagement	Family Engagement
Enrichment			Coding			Curriculum

Program Priority 1- all ten campuses listed in this grant have been identified by TEA as campuses in need of targeted assistance. ACE programming will be coordinated with district efforts to increase student success on each program site. Comprehensive needs assessment identified the largest gaps were in literacy and math content areas. Short term goal of increasing literacy interest by innovative activities geared to student interest and moving to the long term goal of increasing percentage of students scores increasing on state assessments or district benchmarks by 8 percent, will be a coordinated effort between regular day instruction and after-school instruction. District curriculum specialists will meet with Site Coordinators to share content specific strategies and learning extensions. Academic coaches will ensure programming consists of TEKS based curriculum. The district will coordinate funds during the summer collaborating between the Additional Days School Year Grant and summer programming to develop a program to meet the needs of struggling students. Efforts for at-risk students will be coordinated through State Compensatory funds to include tutorials, grade recovery and promotion rates.

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9. Statutory/Program Requirements (Cont.)

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

The district has devised a preliminary plan of program sustainability. The district realizes the importance of sustaining this grant at the end of the grant period. The comprehensive needs assessment revealed that the community is in need of a free, safe after-school program for district students. During the course of the grant period the community will become accustomed to having this support and therefore it will be a community expectation to continue a free, quality after-school program once the grant ends. The Superintendent and Cabinet acknowledge the expectation of sustainability.

To accomplish sustainability the district's sustainability plan will include prioritizing short/long term needs, strategies to coordinate community resources and partnerships to build capacity among staff and volunteers who implement the program. Locating in-kind or additional resources to reduce the cost of operation and securing fiscal and non-fiscal resources that will be available at the end of the grant period will provide sustainability.

The initial grant funds will be used to purchase supplies and materials that have a long shelf life and can continue to be used once the grant funding is expended or that can be replaced by district or campus funds. The initial funds are necessary to establish an exemplary after-school program and guide future programming. Contracting services with various community based organizations and businesses during the grant funded years will increase the chance of building relationships and partnering at no-cost or a reduced cost in future years. Combining current grant funds such as City of San Antonio funds, Title I and Title IV funds will set the stage for future sustainability using these funding veins. The district will make every effort to supplement the program with additional grant or local funds throughout the grant and have these funds set-aside for future budgets as grant funds are expended.

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)

Recognizing the important role that volunteers play in education by promoting school/community partnerships, enrichment to curriculum and helping to supplement district staff in providing educational programs, the Superintendent and the School Board encourages the utilization of volunteers. Information for anyone wishing to volunteer for the program will be available via district website, facebook, postings and outreach events. The ACE program will use volunteers to work within the designated academic and enrichment rotations offered each day. Volunteers are encouraged to work within the rotation that best fits their qualifications and interests. The four rotations will consist of academic, enrichment, family engagement and career/workforce exploration. Volunteers are required to fill out the designated volunteer form provided by the human resources department and must be cleared by human resources before any services may begin. The volunteer may not perform any volunteer duties until the volunteer has provided the district a driver's license or another form of identification containing the person's photograph issued by an entity of the United States government and the district has obtained from the Texas Department of Public Safety all criminal history record information of the prospective school volunteer. Registered sex offenders are not eligible to serve as volunteers on a campus or work directly with students. Once cleared, site coordinators will work with the volunteers for placement.

Volunteers will work directly under the supervision of the ACE site coordinator. Upon arriving to volunteer, the volunteer will follow the established guidelines set forth by the site coordinator and district guidelines. Since volunteers' qualifications vary, the site coordinator will determine which rotation activity matches the area they can serve best. The district will provide effective training as needed. The district will seek volunteers for specific areas of need and interest to promote a well-rounded program. Types of volunteers would include college students Graduates of Parenting Partners, Grandparent groups, community social organizations, local Fraternities/Sororities UTSA/TAMU/Trinity University, parent and business volunteers.

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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.

Thirty percent of elementary students and twenty percent of middle school students who are identified as in need of service will meet or exceed the minimum regular student standard of forty-five days, 120 daily minutes, of active program participation by May 2021. (Fall & Spring)

Eighty percent of current fall and spring program participants will enroll in the Summer ACE Program attending a minimum of twelve days, 240 minutes per day, during the duration of summer programming.

Quality programming, strategic tutoring and supportive staff are imperative to reach these goals. Recruitment strategies include social media outlets, promotional events to gain student interest in the program, referral criteria from campus administrators/instructional staff, Social Workers and Counselors and personal invitations to students needing a safe place to be after school.

Retention strategies will include offering innovative, engaging enrichment clubs and activities that will attract and motivate students to actively participate in the ACE program. Site Coordinators will survey students and collaborate with campus grade level chairs to create TEKS based enrichment activities that students will enjoy participating in. Recreational activities will be offered and rotated on a nine week basis. The rotational system will allow for students to experience variety in activity offerings while keeping cost minimal. Monthly student/family recognition activities and events will occur.

12. Describe how the center-level needs assessments informed the proposed center operations schedule and corresponding staffing and budget plans. Describe how the plan will help meet the measures of effectiveness and student service targets while maintaining center-level quality.

The Harlandale ISD district level comprehensive plan indicated the ten identified campuses proposed to participate in the program. Each center-level needs assessment influenced the center operations schedule by identifying the areas of greatest need. The intentionality of the operations schedule focuses on student academic achievement, ensuring access to enrichment programs, and on students' emotional well being. The operational schedule is also reflective of the campus bell schedule, transportation schedule, availability of program offerings, and the needs of working families.

The proposed budget will drive the allocation of cost for staffing, contracted services, local and distanced training, staff development, family engagement, supplies and materials and program evaluation. To maintain center-level quality, each center will be staffed by a full time, highly qualified site coordinator, certified tutoring staff, rotational enrichment leaders and operate at a staff to student ratio of 1 to 15. Each center will partner with the ACE Family Engagement Specialist for coordination of all family events and activities.

By offering a vast array of activities and supports based on the center-level needs assessment, the proposed operational schedule will measure the effectiveness of identified SMART goals and student service targets. Student active and consistent participation, increased family engagement, and decreased behavioral problems will indicate program success.

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"/>

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

12. Request for Grant Funds

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

Payroll Costs

1.	Salaries/benefits for required grant positions(Project Director&Family Engagement Specialist)	\$143,612
2.	Salaries/benefits for required grant positions (10 Site Coordinators)	\$574,266
3.	Professional Staff extra duty pay/benefits	\$260,000
4.	Support Staff extra duty pay/benefits	\$130,000
5.		

Professional and Contracted Services

6.	Program Evaluation for 10 program sites	\$30,000
7.	Contracted Services for Academic & Enrichment Activities	\$233,400
8.	Contracted Services for Student & Family Engagement Activities	\$35,500
9.	Registration Fees for Staff Development for program staff	\$12,000
10.		

Supplies and Materials

11.	Grantee Level Supplies & Materials (Project Director & Family Engagement Specialist)	\$12,000
12.	Site Coordinator Supplies & Materials (10 Site Coordinators)	\$36,000
13.	Student Activites& Family Engagement Supplies & Materials	\$193,972
14.		

Other Operating Costs

15.	Transportation for Students	\$21,250
16.	Travel Costs for Professional Development	\$18,000
17.		

Capital Outlay

18.	n/a	
19.		
20.		

Direct and indirect administrative costs:
TOTAL GRANT AWARD REQUESTED:

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

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

Center Operations Schedule

County-district number or vendor ID: 015-904

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	015-904-106	Adams Elementary School 135 E. Southcross, San Antonio, Tx 78214 210-989-2800	0	K-5	131	33
2	015-904-102	Bellaire Elementary School 142 E. Amber, San Antonio, TX 78221 210-989-2850	0	K-5	106	27
3	015-904-101	Carroll Bell Elementary School 519 W. Harding, San Antonio, TX 78221 210-989-2900	0	K-5	92	23
4	015-904-103	Collier Elementary School 834 W. Southcross, San Antonio, TX 78211 210-989-2950	0	K-5	83	21
5	015-904-104	Columbia Heights Elementary School 1610 Fitch Ave., San Antonio, TX 78211 210-989-3000	0	K-5	71	18
6	015-904-116	Gilbert Elementary School 931 E. Southcross, San Antonio, TX 78214 210-989-3050	0	K-5	101	25
7	015-904-110	Rayburn Elementary School 635 Rayburn, San Antonio, TX 78221 210-989-3200	0	K-5	84	21
8	015-904-105	Stonewall-Flanders Elementary School 804 Stonewall, San Antonio, TX 78211 210-989-3300	0	K-5	111	28
9	015-904-042	Leal Middle School 743 W. Southcross, San Antonio, TX 78211 210-989-2400	0	6-8	103	20
10	015-904-043	Terrell Wells Middle School 422 W. Hutchins, San Antonio, TX 78221 210-989-2600	0	6-8	106	21

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	015-904-106	Adams Elementary School 135 E. Southcross, San Antonio, Tx 78214			K-5	131	33					
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		08/30/21		12/10/21		14						
Spring Term		01/03/22		05/20/22		19						
Summer Term		06/06/22		07/08/22		5						
Total number of weeks: 38						38						
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)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Periodic Saturday events such as credit/grade recovery, community events, sport/fitness events and family engagement events. Virtual instruction if needed due to COVID or other health related concerns.										
Parent/Legal Guardian Activities		Parenting classes, ESL/GED/Financial classes, Family Speaker Series, health and wellness activities, computer classes, Family Engagement events based on family "voice & choice". Volunteer opportunities and training.										

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	015-904-102	Bellaire Elementary School 142 E. Amber, San Antonio, TX 78221			K-5	106	27					
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		08/30/21		12/10/21		14						
Spring Term		01/03/22		05/20/22		19						
Summer Term		06/06/22		07/08/22		5						
Total number of weeks: 38						38						
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
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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)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Periodic Saturday events such as credit/grade recovery, community events, sport/fitness events and family engagement events. Virtual instruction if needed due to COVID or other health related concerns.										
Parent/Legal Guardian Activities		Parenting classes, ESL/GED/Financial classes, Family Speaker Series, health and wellness activities, computer classes, Family Engagement events based on family "voice & choice". Volunteer opportunities and training.										

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	015-904-101	Carroll Bell Elementary School 519 W. Harding, San Antonio, TX 78221			K-5	92	23					
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		08/30/21		12/10/21		14						
Spring Term		01/03/22		05/20/22		19						
Summer Term		06/06/22		07/08/22		5						
Total number of weeks: 38						38						
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
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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)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Periodic Saturday events such as credit/grade recovery, community events, sport/fitness events and family engagement events. Virtual instruction if needed due to COVID or other health related concerns.										
Parent/Legal Guardian Activities		Parenting classes, ESL/GED/Financial classes, Family Speaker Series, health and wellness activities, computer classes, Family Engagement events based on family "voice & choice". Volunteer opportunities and training.										

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	015-904-103	Collier Elementary School 834 W. Southcross, San Antonio, TX 78211				K-5	83	21				
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		08/30/21		12/10/21		14						
Spring Term		01/03/22		05/20/22		19						
Summer Term		06/06/22		07/08/22		5						
Total number of weeks: 38						38						
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
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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)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Periodic Saturday events such as credit/grade recovery, community events, sport/fitness events and family engagement events. Virtual instruction if needed due to COVID or other health related concerns.										
Parent/Legal Guardian Activities		Parenting classes, ESL/GED/Financial classes, Family Speaker Series, health and wellness activities, computer classes, Family Engagement events based on family "voice & choice". Volunteer opportunities and training.										

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	015-904-104	Columbia Heights Elementary School 1610 Fitch Ave., San Antonio, TX 78211				K-5	71	18				
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		08/30/21		12/10/21		14						
Spring Term		01/03/22		05/20/22		19						
Summer Term		06/06/22		07/08/22		5						
Total number of weeks: 38						38						
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)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Periodic Saturday events such as credit/grade recovery, community events, sport/fitness events and family engagement events. Virtual instruction if needed due to COVID or other health related concerns.										
Parent/Legal Guardian Activities		Parenting classes, ESL/GED/Financial classes, Family Speaker Series, health and wellness activities, computer classes, Family Engagement events based on family "voice & choice". Volunteer opportunities and training.										

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 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	015-904-116	Gilbert Elementary School 931 E. Southcross, San Antonio, TX 78214					K-5	101	25				
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				08/30/21			12/10/21			14			
Spring Term				01/03/22			05/20/22			19			
Summer Term				06/06/22			07/08/22			5			
Total number of weeks: 38										38			
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	
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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)													
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Periodic Saturday events such as credit/grade recovery, community events, sport/fitness events and family engagement events. Virtual instruction if needed due to COVID or other health related concerns.												
Parent/Legal Guardian Activities	Parenting classes, ESL/GED/Financial classes, Family Speaker Series, health and wellness activities, computer classes, Family Engagement events based on family "voice & choice". Volunteer opportunities and training.												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	015-904-110	Rayburn Elementary School 635 Rayburn, San Antonio, TX 78221				K-5	84	21				
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		08/30/21		12/10/21		14						
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Summer Term		06/06/22		07/08/22		5						
Total number of weeks: 38						38						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
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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)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Periodic Saturday events such as credit/grade recovery, community events, sport/fitness events and family engagement events. Virtual instruction if needed due to COVID or other health related concerns.										
Parent/Legal Guardian Activities		Parenting classes, ESL/GED/Financial classes, Family Speaker Series, health and wellness activities, computer classes, Family Engagement events based on family "voice & choice". Volunteer opportunities and training.										

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	015-904-105	Stonewall Flanders Elementary School 804 Stonewall, San Antonio, TX 78211				K-5	111	28				
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		08/30/21		12/10/21		14						
Spring Term		01/03/22		05/20/22		19						
Summer Term		06/06/22		07/08/22		5						
Total number of weeks: 38						38						
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)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Periodic Saturday events such as credit/grade recovery, community events, sport/fitness events and family engagement events. Virtual instruction if needed due to COVID or other health related concerns.										
Parent/Legal Guardian Activities		Parenting classes, ESL/GED/Financial classes, Family Speaker Series, health and wellness activities, computer classes, Family Engagement events based on family "voice & choice". Volunteer opportunities and training.										

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	015-904-042	Leal Middle School 743 W. Southcross, San Antonio, TX 78211				6-8	103	20				
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		08/30/21		12/10/21		14						
Spring Term		01/03/22		05/20/22		19						
Summer Term		06/06/22		07/08/22		5						
Total number of weeks: 38						38						
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)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Periodic Saturday events such as credit/grade recovery, community events, sport/fitness events and family engagement events. Virtual instruction if needed due to COVID or other health related concerns.										
Parent/Legal Guardian Activities		Parenting classes, ESL/GED/Financial classes, Family Speaker Series, health and wellness activities, computer classes, Family Engagement events based on family "voice & choice". Volunteer opportunities and training.										

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	015-904-043	Terrell Wells Middle School 422 W. Hutchins, San Antonio, TX 78221				6-8	106	21				
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		08/30/21		12/10/21		14						
Spring Term		01/03/22		05/20/22		19						
Summer Term		06/06/22		07/08/22		5						
Total number of weeks: 38						38						
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)												
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Periodic Saturday events such as credit/grade recovery, community events, sport/fitness events and family engagement events. Virtual instruction if needed due to COVID or other health related concerns.										
Parent/Legal Guardian Activities		Parenting classes, ESL/GED/Financial classes, Family Speaker Series, health and wellness activities, computer classes, Family Engagement events based on family "voice & choice". Volunteer opportunities and training.										

Harlandale Independent School District

102 Genevieve
San Antonio, Texas 78214-2997
(210) 989-4300

ABBREVIATED CONTRACTED SERVICES FORM

The Harlandale Independent School District hereinafter referred to as "DISTRICT" and Independent Contractor, Communities In Schools San Antonio hereinafter referred to as "CONTRACTOR" enter in to a contract on this the 8th day of January, 2021, for the provision of contracted services.

- I. The District agrees to engage the Contractor and the Contractor agrees to perform personally in a manner satisfactory to the District, the following services (describe the services to be performed):
STEM programming and support for K-8th grade - Pending 21st Century C11 Grant Award.
- II. The services are to be performed at the following times and places only, there is no extension to this Agreement, except as agreed to in writing by the parties:
10 ACE Sites: Adams ES, Bellaire ES, Carroll Bell ES, Collier ES, Columbia Heights ES, Gilbert ES, Rayburn ES, Stonewall ES, Leal MS, and Terrell Wells MS

The DISTRICT agrees to pay the CONTRACTOR, the sum of \$140,000, for the services rendered under this Agreement. The DISTRICT shall not otherwise be responsible for any fees, expenses or other costs incurred by CONTRACTOR in rendering these services.

Payment shall be made by DISTRICT within fifteen (15) days of receipt of approved invoice by DISTRICT, which shall be tendered immediately after the completion of the services herein described.

This contract may be terminated by the DISTRICT at any time without cause and without penalty to the DISTRICT. In the event of termination by the DISTRICT or the CONTRACTOR prior to completion of the contract, compensation shall be prorated on the basis of hours actually worked, and the CONTRACTOR shall only be entitled to receive just and equitable compensation for any satisfactory work completed and expenses incurred up to the date of termination.

The CONTRACTOR may not assign this contract to a third party without the written consent of the DISTRICT.

Effective, September 1, 2017, the CONTRACTOR affirms that it does not boycott Israel and will not boycott Israel during the contract term.

The CONTRACTOR is not an employee of the District, is not entitled to fringe benefits, pension, unemployment compensation, worker's compensation, retirement, etc. The DISTRICT shall not deduct Federal Income Taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of the CONTRACTOR.

CONTRACTOR's employees who work with or around students while servicing the District must have a criminal background check conducted before any work is performed. Allow a minimum of five (5) working days for the criminal background check to be conducted. No work can be performed before the background check has been received by the District. Contact the Human Resources Department for more information. Contractor assures his/her employees servicing the Contract has not been convicted of: 1) A felony under

Penal Code, Title 5; 2) An offense on conviction of which a defendant is required to register as a sex offender under Chapter 62, Code of Criminal Procedure; or 3) An offense under the laws of another state or federal law that is equivalent to one of these offenses, AND at the time the offense occurred, the victim of the offense was under 18 years of age or was enrolled in public school. Senate Bill 9 directs School District Contractors to obtain fingerprint-based background searches on their employees who have direct contact with students.

To the extent applicable, the CONTRACTOR agrees to comply with all provisions and requisites of the Family Educational Right and Privacy Act (FERPA) and to ensure the confidentiality of all students and District records as required by law.

The CONTRACTOR agrees to hold the DISTRICT harmless from any and all liability incurred by the DISTRICT by reason of the CONTRACTOR'S negligence or breach of contract including, without limitation, damages of every kind and nature, out of pocket costs and legal expenses.

IN WITNESS WHEREOF the Harlandale Independent School District and the CONTRACTOR have executed this contract effective the date first herein written.

IMPORTANT

DISTRICT:
Harlandale ISD

Signature
By: Nadine Wolfe *Nadine Wolfe*
Title: Director of State & Federal Programs
Dept.: Sosa Parent Edu Center
Phone #: 210-989-4440

CONTRACTOR:
Communitites In Schools San Antonio

Signature
By: Natasha Wilkerson *NL Wilkerson*
1616 E Commerce Street, San Antonio TX 78255
Address, City, State, Zip
Residence Phone #: 210-520-8440
Business Phone #: 210-520-8440
S.S.#/EIN: 74-2393714



CISSA STEM Proposal: HISD ACE Program Grant

Proposed STEM Programming

CIS-SA proposes to develop and implement STEM programming for 8 elementary and 2 middle school ACE sites. The proposal includes implementing an afterschool STEM program at each elementary and middle school.

Afterschool STEM Services

CIS will develop and implement a STEM program at each elementary and middle school site with a maximum capacity of 40 students. Programming will be hands-on and centered on student interests with the goal to inspire and engage students in STEM pathways.

STEM programming includes:

- STEM curriculum aligned to science and math TEKS that covers engineering design, science and math connections, real-world applications, and STEM careers.
- Trained STEM instructor
- Curriculum materials for up to 40 students
- Incentives for student participation

Programming will be different for lower elementary (grades K - 2), upper elementary (grades 3 - 5), and middle school (grades 6 - 8). Students will participate in STEM classes that are adapted to student interests and abilities. Each STEM program will run for 18 weeks at each campus.

- Lower Elementary (K-2): Storybook STEM
- Upper Elementary (3-5): STEM Explorers
- Middle School: Space Club & Inventors Club



STEM Program		Details
Lower Elementary K-2	Storybook STEM	After reading a popular children's book, students complete a related engineering design challenge. Each unit will cover reading comprehension, careers, art, and engineering topics. Example activity: Students read <i>If You Take a Mouse to School</i> and construct a magnetic mouse maze.
Upper Elementary 3 - 5	STEM Explorers	Travel the world with STEM! Each session includes a trip to a different country to learn the history of an invention and complete a related engineering design challenge. Each unit will cover reading comprehension, history, science, and engineering topics. Example activity: learn the history of how printers were invented in China and construct a printing press.
Middle School	Space Club	Students will be transformed into a team of astronauts on an epic space adventure! Each week includes a different engineering design challenge that culminates to designing and building a colony in space. Units include science content, engineering design, careers, architecture, and math. Example activity: students will design a lunar base that includes power, water, and oxygen sources as well as mental health considerations.
	Inventors Club	Design your own video game, code an app, or create a 3D printed design! Projects will be centered around student interests and include engineering design, graphic design, art, science, career, and coding connections. Example activity: students will code a video game on Scratch and then design a controller using Makey Makey.



Budget Proposal

The following is the budget for CIS-SA staff to implement a weekly, year-long STEM program at 8 elementary and 2 middle school sites. Each STEM program is budgeted at an 18-week flat rate to cover two 9 week grading periods and support up to 40 students.

Student Service		Unit of Measure	Qty.	Unit Price	Extended Cost	CIS Contract
Lower Elementary K - 2	Storybook STEM	Flat Rate 18 week program	8	\$6,000	\$48,000	\$48,000
Upper Elementary 3 - 5	STEM Explorers	Flat Rate 18 week program	8	\$8,000	\$64,000	\$64,000
Middle School	Space Club	Flat Rate 18 week program	2	\$14,000	\$28,000	\$28,000
					Totals	\$140,000

Harlandale Independent School District

102 Genevieve
San Antonio, Texas 78214-2997
(210) 989-4300

ABBREVIATED CONTRACTED SERVICES FORM

The Harlandale Independent School District hereinafter referred to as "DISTRICT" and Independent Contractor, Earn-A-Bike hereinafter referred to as "CONTRACTOR" enter in to a contract on this the 8th day of January, 2021, for the provision of contracted services.

- I. The District agrees to engage the Contractor and the Contractor agrees to perform personally in a manner satisfactory to the District, the following services (describe the services to be performed):
Bike Curriculum, Build, & Supplies/Materials - Pending 21st Century C11 Grant Award.

- II. The services are to be performed at the following times and places only, there is no extension to this Agreement, except as agreed to in writing by the parties:
2 of 10 ACE Sites: Adams ES, Bellaire ES, Carroll Bell ES, Collier ES, Columbia Heights ES, Gilbert ES, Rayburn ES, Stonewall ES, Leal MS, and Terrell Wells MS. (100 Bikes total)

The DISTRICT agrees to pay the CONTRACTOR, the sum of \$34,400.00, for the services rendered under this Agreement. The DISTRICT shall not otherwise be responsible for any fees, expenses or other costs incurred by CONTRACTOR in rendering these services.

Payment shall be made by DISTRICT within fifteen (15) days of receipt of approved invoice by DISTRICT, which shall be tendered immediately after the completion of the services herein described.

This contract may be terminated by the DISTRICT at any time without cause and without penalty to the DISTRICT. In the event of termination by the DISTRICT or the CONTRACTOR prior to completion of the contract, compensation shall be prorated on the basis of hours actually worked, and the CONTRACTOR shall only be entitled to receive just and equitable compensation for any satisfactory work completed and expenses incurred up to the date of termination.

The CONTRACTOR may not assign this contract to a third party without the written consent of the DISTRICT.

Effective, September 1, 2017, the CONTRACTOR affirms that it does not boycott Israel and will not boycott Israel during the contract term.

The CONTRACTOR is not an employee of the District, is not entitled to fringe benefits, pension, unemployment compensation, worker's compensation, retirement, etc. The DISTRICT shall not deduct Federal Income Taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of the CONTRACTOR.

CONTRACTOR's employees who work with or around students while servicing the District must have a criminal background check conducted before any work is performed. Allow a minimum of five (5) working days for the criminal background check to be conducted. No work can be performed before the background check has been received by the District. Contact the Human Resources Department for more information. Contractor assures his/her employees servicing the Contract has not been convicted of: 1) A felony under

Penal Code, Title 5; 2) An offense on conviction of which a defendant is required to register as a sex offender under Chapter 62, Code of Criminal Procedure; or 3) An offense under the laws of another state or federal law that is equivalent to one of these offenses, AND at the time the offense occurred, the victim of the offense was under 18 years of age or was enrolled in public school. Senate Bill 9 directs School District Contractors to obtain fingerprint-based background searches on their employees who have direct contact with students.

To the extent applicable, the CONTRACTOR agrees to comply with all provisions and requisites of the Family Educational Right and Privacy Act (FERPA) and to ensure the confidentiality of all students and District records as required by law.

The CONTRACTOR agrees to hold the DISTRICT harmless from any and all liability incurred by the DISTRICT by reason of the CONTRACTOR'S negligence or breach of contract including, without limitation, damages of every kind and nature, out of pocket costs and legal expenses.

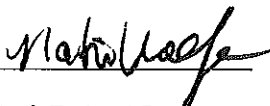
IN WITNESS WHEREOF the Harlandale Independent School District and the CONTRACTOR have executed this contract effective the date first herein written.

IMPORTANT

DISTRICT:

Harlandale ISD

Signature

By: Nadine Wolfe 

Title: Director of State & Federal Programs

Dept.: Sosa Parent Education Center

Phone #: 210-989-4460

CONTRACTOR:

Earn-A-Bike

Signature

By: Jayme Brown 

Address, City, State, Zip 21 Ancient Bend, San Antonio, TX

Residence Phone #: 210-564-7641

Business Phone #: 210-564-7641

S.S.#/EIN: 45-3778811

Earn-A-Bike

PO Box 47699
San Antonio, Tx 78265

Earn-A-Bike@School Program Budget

Overview

Included budget consists of an itemized view of program costs for two (2) school campuses, servicing one hundred (100) students.

EAB Bike Build Event Materials			
Students		100	
Bikes	\$ 200.00	1	\$ 20,000.00
Helmets	\$ 15.00	1	\$ 1,500.00
Lights	\$ 5.00	1	\$ 500.00
Locks	\$ 11.00	1	\$ 1,100.00
Tools and Bag	\$ 15.00	1	\$ 1,500.00
		Materials Total	\$ 24,600.00
EAB Bike Build Event			
		Event Total	\$ 3,600.00
Fixed			
Instrutor			\$ 1,800.00
Monitoring			\$ 600.00
Event Logistics			\$ 800.00
Administrative			\$ 3,000.00
		Fixed Total	\$ 6,200.00
		Grant Total	\$ 34,400.00

Harlandale Independent School District

102 Genevieve
San Antonio, Texas 78214-2997
(210) 989-4300

ABBREVIATED CONTRACTED SERVICES FORM

The Harlandale Independent School District hereinafter referred to as "DISTRICT" and Independent Contractor, Family Leadership Inc - Parenting hereinafter referred to as "CONTRACTOR" enter in to a contract on this the 8th day of January, 2021, for the provision of contracted services.

I. The District agrees to engage the Contractor and the Contractor agrees to perform personally in a manner satisfactory to the District, the following services (describe the services to be performed):
Family Engagement, Training, and Support - Pending 21st Century C11 Grant Award

II. The services are to be performed at the following times and places only, there is no extension to this Agreement, except as agreed to in writing by the parties:
10 ACE Sites: Adams ES, Bellalre ES, Carroll Bell ES, Collier ES, Columbia Heights ES, Gilbert ES, Rayburn ES, Stonewall ES, Leal MS, and Terrell Wells MS.

The DISTRICT agrees to pay the CONTRACTOR, the sum of \$ 60,000, for the services rendered under this Agreement. The DISTRICT shall not otherwise be responsible for any fees, expenses or other costs incurred by CONTRACTOR in rendering these services.

Payment shall be made by DISTRICT within fifteen (15) days of receipt of approved invoice by DISTRICT, which shall be tendered immediately after the completion of the services herein described.

This contract may be terminated by the DISTRICT at any time without cause and without penalty to the DISTRICT. In the event of termination by the DISTRICT or the CONTRACTOR prior to completion of the contract, compensation shall be prorated on the basis of hours actually worked, and the CONTRACTOR shall only be entitled to receive just and equitable compensation for any satisfactory work completed and expenses incurred up to the date of termination.

The CONTRACTOR may not assign this contract to a third party without the written consent of the DISTRICT.

Effective, September 1, 2017, the CONTRACTOR affirms that it does not boycott Israel and will not boycott Israel during the contract term.

The CONTRACTOR is not an employee of the District, is not entitled to fringe benefits, pension, unemployment compensation, worker's compensation, retirement, etc. The DISTRICT shall not deduct Federal Income Taxes, FICA (Social Security), or any other taxes required to be deducted by an employer, as this is the responsibility of the CONTRACTOR.

CONTRACTOR's employees who work with or around students while servicing the District must have a criminal background check conducted before any work is performed. Allow a minimum of five (5) working days for the criminal background check to be conducted. No work can be performed before the background check has been received by the District. Contact the Human Resources Department for more information. Contractor assures his/her employees servicing the Contract has not been convicted of: 1) A felony under

Penal Code, Title 5; 2) An offense on conviction of which a defendant is required to register as a sex offender under Chapter 62, Code of Criminal Procedure; or 3) An offense under the laws of another state or federal law that is equivalent to one of these offenses, AND at the time the offense occurred, the victim of the offense was under 18 years of age or was enrolled in public school. Senate Bill 9 directs School District Contractors to obtain fingerprint-based background searches on their employees who have direct contact with students.

To the extent applicable, the CONTRACTOR agrees to comply with all provisions and requisites of the Family Educational Right and Privacy Act (FERPA) and to ensure the confidentiality of all students and District records as required by law.

The CONTRACTOR agrees to hold the DISTRICT harmless from any and all liability incurred by the DISTRICT by reason of the CONTRACTOR'S negligence or breach of contract including, without limitation, damages of every kind and nature, out of pocket costs and legal expenses.

IN WITNESS WHEREOF the Harlandale Independent School District and the CONTRACTOR have executed this contract effective the date first herein written.

IMPORTANT

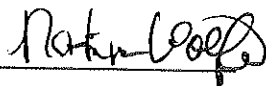
DISTRICT:

Harlandale ISD

Signature

By:

Nadine Wolfe



Title:

Director of State & Federal Programs

Dept.:

Sosa Parent Education Center

Phone #:

210-989-4460

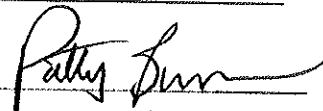
CONTRACTOR:

Family Leadership INC: Parenting Partners

Signature

By:

Patty Bunker



National Director

Address, City, State, Zip

Residence Phone #:

2490 W Shaw St 200, Front G
93711

Business Phone #:

877-421-8177 / 559-222-2360

S.S./EIN:

770587759

Family Leadership Inc: Parenting Partners
 2490 W. Shaw Avenue, Suite 200, Fresno, CA 93711
 Phone: 559-222-2300 Fax: 559-448-0223 Email: patty@familyleadership.org
 Contact Person: **Patty Bunker, M.A., MFT**
 Federal ID#: 770537759

Quote Harlandale ISD 2021-2022
10 School Teams – Materials, Training and Support Package

	Price	x	10	Sites
<u>Training and Support</u>				
Training and Certification of Volunteer Presentation Team	\$1,050			\$10,500
<i>(*Presentation Teams may include up to 6 team members for training)</i>				
Each certified <i>Parenting Partners</i> Presentation Team member will be able to:				
Successfully organize and facilitate multiple 6-session <i>Parenting Partners</i> workshops Effectively Facilitate <i>Parenting Partners</i> Next Level Pro Series: including: 3 session <i>Family Meals Challenge</i> workshops, Online FMC workshops Pro Leadership and/or Pro Strengths training for capacity building of parent leaders Work effectively in a multi-lingual setting Recruit and retain parents for classes Coordinate and communicate with school administrators and staff Implement Johns' Hopkins - Epstein Parent framework through practical application Engage Parents in building the key Parent Roles for Student Achievement—from Harvard Family Research and the U.S. Department of Education's Dual Capacity Building Framework. Build Systemic, Sustainable Family-School Partnerships Includes ongoing Professional Development and multiple trainings				
Ongoing Site Team Contact & Support	\$800			\$8,000
Contact with district staff, principal & team leaders, Emails, Phone calls, Web Meetings, Best Practice In-services, etc.				
Monthly Best Practice Webinars				
Post Questionnaires and Evaluation Reports	\$650			\$6,500
.....				
SUBTOTAL for Training and Support:	\$2,500			\$25,000
<u>Comprehensive Materials</u>				
Materials	\$2,400			\$24,000
Each Team receives:				
<i>Parenting Partners</i> Facilitator Manuals; English and/or Spanish				
<i>Parenting Partners</i> Parent Workbooks and Handouts; English/Spanish				
<i>Parenting Partners</i> Operations Manual with videos, class handouts, & forms; English & Spanish				
<i>Parenting Partners</i> Family Meals Challenge Facilitator Manuals and Parent Resources				
Trainers Tool Kit (School Site Resources):	\$1,000			\$10,000
Jumbo Office Box with all class supplies				
Power Point (English and Spanish workshops)				
USB Flashdrives with Custom logos, flyers, handouts, etc.				
Videos for short illustrations				
Professional Development Resources for Staff Presentations				
Online and Next Step Resources, Books, and Posters:				
<i>Online Family Meals Challenge</i> course, <i>Substantive Marketing Resources</i>				
<i>Parent Roles</i> posters				
<i>101 Days of Positive Power Words Posters (2 Sets of 20)</i>				
<i>30 Day Action Plan (set of 40 per site)</i>				
<i>Family Meals Challenge Parent Resources - Placemats, Spinners, etc. - 40 per site</i>				
Parent Workbooks (any combination of English/Spanish) for all series	\$600			\$6,000
.....				
SUBTOTAL for Materials:	\$4,000			\$40,000
.....				
TOTAL:	\$6,500			\$65,000
NOTE: \$500 per school multi-year discount	(\$500)			(\$5,000)
GRAND TOTAL				\$60,000

Patty Bunker 1/7/2021
 Signature Date
 Director, Parent Engagement & Training

1/7/2021
 Signature Date

Title

Title