



**2021-2022 Nita M. Lowey 21st Century Community Learning Centers (CCLC),
Cycle 11, Year 1**

Competitive Grant Application: Due 11:59 p.m. CT, January 21, 2021

NOGA ID

Application stamp-in date and time

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

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

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

Required attachments:

Amendment Number

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

1. Applicant Information

Name of organization

Campus name CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

2. Certification and Incorporation

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

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

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

Authorized Official Name Title Email

Phone Signature Digitally signed by Kenna West Date: 2021.01.21 14:43:59 -06'00' Date

Grant Writer Name Signature Digitally signed by Fiona May Date: 2021.01.21 14:48:57 -06'00' Date

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

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3. Shared Services Arrangements

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

Check the box below if applying as fiscal agent.

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

4. Identify/Address Needs

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

Quantifiable Need	Plan for Addressing Need
All 10 centers are below average performance on state assessments and are identified for targeted support and improvement by TEA. Sites with the most critical accountability ratings are as follows: Lamesa (F), Ralls MS (F), Brownfield MS (D), AB Duncan (D)	Communities In Schools of the South Plains, CIS-SP®, in alignment with the school-day, will implement quality programming including tutoring and homework help utilizing proven curriculum, instruction and programs such as Brainchild, and Learning Alive. This programming has proven to increase student raw scores on state assessments, therefore increasing campus accountability ratings.
80% of students from all 10 centers are economically disadvantaged, with 3,328 students from those centers identified as at-risk. This data confirms how rural underserved communities drastically need these services.	Create a safe place for students to learn and grow during out of school time with intentional social emotional learning and supports. This includes promoting an actionable approach to mental health, building relationships, and introducing students to new learning enrichment opportunities otherwise unavailable.
College and career opportunities are nonexistent in rural elementary and middle schools due to prevailing factors such as location. 1 in 3 high school graduates did not enroll in college immediately after graduation, especially those economically disadvantaged (USDE17)	While not required for elementary and middle school students, CIS-SP® will provide innovative college and career readiness programming based on student voice and choice weekly. Early intervention and positive, consistent exposure is key to achieving success in this area upon graduation.

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.

Quality implementation of the 21st CCLC grant, in partnership with high-need participating districts, will yield measurable growth in academic performance, as demonstrated on state level assessments and local benchmark exam raw scores; will create a safe place for students to learn and grow with intentional SEL skill building and supports; and increase knowledge and access to college and career readiness. By the end of the grant cycle, (1) 75% regularly attending students (as defined by the grant) will show growth on required state assessments, as determined by raw scores; (2) 75% of at-risk students will participate in evidence-based social emotional learning programming; and (3) 75% of regularly attending students (as defined by the grant) will have increased their knowledge of and access to college and career readiness as reported through surveys and activity attendance.

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

Our goal for the first quarter is to secure school day alignment and establish a baseline for all data including core curriculum scores, 2020-21 state assessments, local benchmark exams, relevant behavior data to establish norms, and college career readiness pre-surveys. Each center will provide completed documentation of this on local forms reviewed by the Project Director, Chief Program Officer, and external evaluator. Additionally, using the CASEL (Collaborative for Academic, Social, and Emotional Learning) Guide's four focus areas to implement and evaluate the social emotional learning goal for this grant, the focus of the first quarter will be to build awareness, commitment, and ownership. The CASEL rubric will allow Site Coordinators and program leadership to evaluate progress. Students will be surveyed in regards to college and career readiness knowledge, access, and interest.

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

During the second quarter, CIS-SP® will confirm the most at-risk students are being served through enrollment and utilize baseline data to demonstrate improvement for students attending ACE programming:

1. Twenty-five percent of regularly attending students will have shown growth from their 2020-21 state assessment raw scores as supported on local benchmark STAAR stemmed exams.
2. Strengthen adult staff SEL and promote SEL for students using the CASEL framework and evidence-based SEL curriculum. Programming will target and enroll at least 25% of students specifically identified as at risk (school data).
3. Innovative college and career activities will be in place at each center (documented on program schedule and in TX 21st). Twenty-five percent of regular students (as defined by the grant) will attend college and career readiness activities during out of school time.

Third-Quarter Benchmark

During the third quarter the following will be measured and evaluated by the Site Coordinator, Project Director, Chief Program Officer, and external evaluator:

1. Fifty percent of regularly attending students will have shown growth from their 2020-21 state assessment raw scores as supported on local benchmark STAAR stemmed exams which will contribute to campus improvement.
2. Practice continuous improvement in social emotional learning using the RHITHM application (a CASEL-aligned bilingual curriculum). Data from RHITHM application will be used to determine student engagement/improvement. Programming will target and enroll at least 50% of students specifically identified as at risk (school data).
3. Fifty percent of regular students (as defined by the grant) will attend college and career readiness activities during out of school time. Of those, twenty-five percent will self-report an increase in knowledge and access on surveys.

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.

CIS-SP® is dedicated to using project evaluation data to identify successes and challenges, modifying the program as needed. The tools used in program evaluation include but are not limited to: grant program guidelines and application, the ACE Blueprint, the Quality Assurance Guidebook along with scores and feedback, evaluator reports, campus and district data, TX 21st data, and information derived from CIS-SP® forms. These tools are used by Site Coordinators, the Project Director, Chief Program Officer, and external evaluator throughout each year of the grant cycle. CIS-SP® has found that this multi-level approach results in the greatest success. A strong relationship with the external evaluator allows for independent and objective results to benefit students and families through program success. This includes regular meetings, open communication, and access to data and information.

CIS-SP® has developed a Community Advisory Council (CAC) comprised of school officials, community business owners, community partners, faith-based organizations, and parents to collaborate with each other in assessing and addressing the needs of the identified students. For Cycle 11, The CAC will receive regular updates and will meet to review program achievements, internal monitoring results, and external evaluation reports. The CAC will be charged with oversight responsibility of the proposed program, making recommendations for continuous improvement, identifying developing needs, providing technical advice and guidance, and supporting the program in community forums in order to develop new collaborative partnerships.

Continuous learning and program evaluation are ingrained within the foundation and work of CIS-SP®. As benchmarks and summative SMART goals remain at the forefront of the daily work being done by both Site Coordinators and the Project Director, progress in these areas is constantly evaluated. Early identification is critical to program success and student impact. Monthly, Project Directors will meet with campus principals for feedback. Each quarter, the Site Coordinator, CIS-SP® Admin, and campus Admin will meet in order to disaggregate data. When challenges are identified, needed modifications will be determined which could include re-teaching material, tutoring, changing activity schedules, and support staff training. CAC will be notified when modifications are made.

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8. Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

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9. Statutory/Program Requirements

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

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

(a) CIS-SP® selected these rural communities based on needs assessment data that included demographics and surveying existing services. CIS-SP® is proposing to implement effective ACE 21st CCLC before/after school and summer programming in these high-priority districts in rural communities, all of which have low access to resources and a significant number of at-risk students from economically disadvantaged and minority households. This assessment included two years of data from multiple stakeholders including districts, community members, and the Lubbock Area United Way's annual reports.

(b) All sites are Title I schools eligible for schoolwide programs under Section 1114 and included on the Cycle 11 Reference 1 Eligible Campuses list published on the TEA Grant Opportunities website. Additionally, eight of the ten centers are identified for comprehensive support and improvement per TEA's accountability rating system. One of the centers (Lamesa Schools) is not identified as such because of campus consolidation. This application is eligible for three priority points under Statutory Point 1 – Targeted Services. Eighty percent of the students to be served will attend schools that are both identified as a comprehensive or targeted support and improvement campus for 2020-2021 and have an at-risk population greater than the state average as listed in the State Student Information portion of the most recently published Texas Academic Performance Report (TAPR). There are currently no before/after school activities being offered within most of these communities to help students succeed in behavior, academics, and/or attendance. Discussions and focus groups with school administrators and parents revealed a pattern of frustration and desperation with the limited funds and resources available to meet the needs of students and families. These frustrations and challenges doubled for working families, most of whom travel to/from their towns to Lubbock due to the lack of available jobs near their homes. Environments such as these can lead to youth engaging in criminal and unsafe activity. Alternatively, the lack of quality afterschool programs leaves these students vulnerable to becoming victims of crime, abuse, and neglect.

The following list includes at-risk percentages for each high-need campus along with student enrollment and anticipated percentage of students to be served by the ACE program in Cycle 11.

Oak Grove Elementary, Brownfield ISD: 65% at risk; 461 students enrolled; propose to serve 35% of students
 Brownfield Middle School, Brownfield ISD: 50% at risk; 367 students enrolled; propose to serve 22% of students
 Richardson Elementary, Dimmitt ISD: 68% at risk; 630 students enrolled; propose to serve 29% of students
 AB Duncan Elementary, Floydada ISD: 50% at risk; 417 students enrolled; propose to serve 16% of students
 Lamesa Schools, Lamesa ISD: 68% at risk; 1,799 students enrolled; propose to serve 9% of students (consolidated campuses)
 Edgemere Elementary, Plainview ISD: 64% at risk; 442 students enrolled; propose to serve 34% of students
 Estacado Middle School, Plainview ISD: 63% at risk; 629 students enrolled; propose to serve 26% of students
 Ralls Middle School, Ralls ISD: 56% at risk; 122 students enrolled; propose to serve 45% of students
 Tahoka Middle School, Tahoka ISD: 56% at risk; 137 students enrolled; propose to serve 44% of students
 Tulia Junior High, Tulia ISD: 74% at risk; 222 students enrolled; propose to serve 24% of students

(c) CIS-SP® will utilize established practices including teacher and staff referrals to assess and re-identify the students most in need each semester. This includes accessing the PEIMS system to review academic performance to identify students with the highest need and meeting with campus administrators, faculty, and staff. Working families will be continuously surveyed to ensure ongoing support. Feeder schools are included to meet working family needs by serving siblings in ACE programs as needed and appropriate.

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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.

Communities in Schools of the South Plains® is able to utilize decades of experience and education in training, mentoring, and supervising staff to implement and maintain high-quality programs. The Chief Program Officer and Project Director will train Site Coordinators on how to identify at-risk students, including obtaining at-risk lists from school administrators. In Cycles 9 and 10, CIS experienced great success with a locally-developed student referral form, allowing campus-wide staff to refer students based on individual needs. Additionally, Site Coordinators learn how to build relationships with a variety of stakeholders and key individuals in determining program success. For example, by participating in grade-level meetings with school day staff, Site Coordinators are able to ensure before/after school activities align with the school day and target current student needs.

Academic Performance: To improve academic performance, the proposed ACE programs will provide homework assistance and comprehensive academic tutoring, STAAR prep, five-week summer academic and enrichment programming, and hire certified teachers to develop academic tools. A comprehensive needs assessment will be developed to identify non-academic factors that impact student academic performance. The PEIMS system will be used to obtain and analyze campus level data. Intentional programming will be based on school day alignment.

Attendance: To improve school attendance, ACE Site Coordinators will maintain ongoing correspondence with school administration to monitor student absences and tardies. Targeted academic and enrichment programs based on student, teacher, and parent surveys will encourage student participation. Education and skill-developing family engagement activities will bring families into students' learning process making education a family priority.

School Day Behavior: To improve behavior issues, all ACE programs will include CIS® skills-based prevention, intervention, and mentorship to promote student involvement in school and ACE-sponsored programs/activities. CIS® community partners will assist with programming to address bullying, suicide, and self-esteem.

Advancement: To improve promotion rates, ACE will access PEIMS for grade and attendance reports to ensure adequate yearly progress is evident; if not, targeted intervention plans will be developed and implemented. Performance on STAAR testing will be tracked and ACE programming will be tailored to meet student needs.

High School Graduation Rates and Career Competencies: Although CIS proposes to provide before/after school programming for elementary and middle school students, the need for addressing high school graduation and college and career readiness continues to exist. Research shows that dropout indicators including absenteeism, severe disciplinary infractions, and reading/mathematics failures can be identified as early as first grade (Education Week, April 2018). To improve graduation rates, ACE will partner with businesses and local colleges to provide students with exposure and/or access to exciting post-secondary opportunities creating awareness and enthusiasm. The ACE program's inclusion of families in students' learning process helps to make education a family priority and provides students with the support needed to persevere and graduate from high school. ACE will implement college and career readiness systems and utilize professionals to help students formulate a vision for themselves that leads to graduating from Jr. High to High School and from High School on to college or a career.

A strong family engagement component provides support in all of the areas outlined above and is critical to overall student success. CIS has experienced the impact that highly developed family engagement activities has had on students in Cycle 9 and 10. This knowledge and expertise will be implemented in Cycle 11.

As stated earlier in the application, the following SMART goals will remain at the forefront for Site Coordinators and program leadership: By the end of the grant cycle, (1) 75% of regularly attending students (as defined by the grant) will show growth in their performance on required state assessments, as seen on raw scores; (2) 75% of at-risk students will have participated in evidence-based social emotional learning programming; and (3) 75% of regularly attending students will have increased their knowledge of and access to college and career readiness as reported through pre- and post- surveys each semester and activity attendance.

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9. Statutory/Program Requirements (Cont.)

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

The foundation for success for students and their families will be established by providing intentional academic and enrichment activities that are aligned to the school day curriculum. By utilizing the Texas ACE Component Activity Guide, interventions proven in current ACE programs, and the updated ACE Lesson Plan template that includes SMART goals based on grade-level TEKS, this project will improve academics by offering innovative, evidence-based educational activities that compliment school day instruction while meeting an identified need.

CIS-SP® understands an essential benefit to ACE is the opportunity for creativity and plans to accomplish the goal of intentionality using several approaches. First, Site Coordinators will obtain and analyze campus data to get a baseline of where to begin, therein learning the academic strengths and weaknesses of current grade-levels. Next, together with the administration, the Site Coordinator will conduct a Campus Needs Assessment at the beginning of the year. The Campus Needs Assessment will identify campus needs in both academic and non-academic areas and aid in developing intentional ACE programming that supports overall campus goals and cohesiveness. Surveys will also be conducted at the beginning of each ACE semester. The collection of parent, teacher, and student surveys will prove vital when attempting to meet community needs and addressing student voice and choice as well as ensuring student engagement in activities.

Program leadership will work closely with the Site Coordinators to provide crucial insight into lesson plan preparation and a certified-level knowledge of TEKS along with local and state classroom standards. Site Coordinator flexibility and constant communication with administrators and staff will be the key factor in the consistent alignment of ACE programming.

Program leadership will also play a pivotal role in the innovation and creativity of the programming. After meeting with the Site Coordinators of each campus to learn their individual needs, they will research and explore options for innovative and creative ACE programming to meet their needs. Programs will be adjusted based on attendance. Communities In Schools of the South Plains® has determined that high-quality activities should include small group instruction, targeted tutoring, project-based learning, homework assistance and academically aligned enrichment activities. Activities will utilize research/evidence-based software and innovative, proven instructional materials to increase reading skills, improve math application, expose students to STEAM-focused activities, and promote interest in science and social studies concepts. In order to monitor individual student progress in tutoring activities, each student will be pre-tested upon entry into the program, participate in on-going individual assessments, and will be post-tested at the end of each term. On-going individual assessments will measure progress, identify targeted areas in need of improvement, and guide future activity planning. Small group tutorials will be provided by certified teachers to offer academic support and enable students to have a personal relationship with a caring adult. Academic enrichment activities will provide positive social, cultural, and recreational opportunities that will enrich and expand students' understanding of community involvement and connect learning to real life experiences. Students will engage in STEAM activities such as robotics, computer skills, science experiments, and arts. Along with community service projects that teach students the importance of giving back. Research shows that incorporating STEAM activities into after-school programs is an easy way to make science, technology, engineering, arts, and mathematics accessible and engaging to students who are underrepresented in STEAM fields. Family services and activities will increase parental participation in the educational and social progress of students which will build a stronger family connection to the school. With the opportunity to attend academic activities, adults are able to improve their lives which directly impacts and motivates students to stay and excel in school. These services and activities are intentionally designed to create a comfortable environment for parental participation. Innovative strategies such as using the RHITHM app, an SEL CASEL bilingual curriculum that allows students and staff to quickly check in with themselves and program leadership to ensure they are in a positive frame of mind to learn, and utilize individualized self-regulation strategies that can be used in order to do so will favorably impact behavioral outcomes during programming and the school day as well. Results of a six week correlation study showed a statistically significant increase in student's regulation as measured by the application.

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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

Communities In Schools of the South Plains®, as a community-based organization, will partner with ten high need rural schools to meet the stated objectives of increasing academic performance, school day attendance, positive behavior, grade promotion rates, and graduation rates. These school districts, selected based on high needs reflected in two years of data and their geographic proximity to CIS-SP's® main office, are Brownfield ISD, Dimmitt ISD, Floydada ISD, Lamesa ISD, Plainview ISD, Ralls ISD, Tahoka ISD, and Tulia ISD . The superintendents for each of these districts are confident that a partnership with CIS and the ACE program will provide an opportunity for their districts to overcome many of the challenges faced in their communities. Some of the challenges addressed are access to food, tutoring, and educational activities for students and families. Each district has signed an MOU contingent upon award as the districts and their school boards are committed to partnering with CIS-SP®. The partnering Independent School Districts will provide access to student demographics and data, nutritious snacks, and bus transportation as necessary and available. The school districts will provide technical assistance throughout the duration of the grant as well as providing the Site Coordinators with office space, telephones, and access to the schools' technology labs. Additionally, partnering school districts will provide in-kind services and resources to include professional development, curriculum, program and office supplies, classroom space, computer labs, and access to gym space and other facilities. ISDs provide printing/scanning privileges, office space, phones, staff support, access to school space/storage, and technology support. All of the districts included in this application are within reasonable geographic proximity to Communities In Schools of the South Plains'® main office in Lubbock, Texas.

Communities In Schools of the South Plains® partners with more than 95 agencies and providers to offer a wide variety of services to students and their families. CIS'® existing Cycle 9 and 10 ACE programs currently collaborate with federal, state and local social service agencies, other nonprofits, local colleges, the business sector, community members, faith-based organizations, and volunteers to increase each student's opportunity to succeed in school and prepare for life. For Cycle 11, CIS® will continue to utilize and coordinate its vast network of partners and collaborators to maximize the utilization of public and private resources.

Communities In Schools of the South Plains®, as the managing partner and fiscal agent, will be responsible for program implementation, management oversight, budgetary compliance, and fiscal and programmatic reporting. Standard written agreements or memoranda of understandings will be required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Additionally, written agreements are required from any entity or individual planning to work with students through the ACE program.

This application is eligible for three priority points under Statutory Priority 2 - Joint Partnerships based on the partnership between Communities In Schools of the South Plains® and these eight LEAs. The activities detailed in this application would expand accessibility to high-quality services in four districts and provide activities that are currently obsolete and/or not accessible in the remaining four districts.

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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.

Each Cycle 11 Site Coordinator will be required to conduct a thorough needs assessment of its program annually, which includes the review of objective data, including TEA Accountability Reports, the Campus Improvement Plan, District Improvement Plan, and the program annual evaluation. Additionally, ACE will collect specific center information, including information on student demographics, test scores, attendance, disciplinary referrals and parental involvement. During the needs assessment process, each Site Coordinator must complete a needs/assets inventory to determine programmatic intention. Most importantly to achieve program alignment and quality, Site Coordinators will develop ongoing collaboration and communication with the school-day staff. Site Coordinators will be included in regular school day grade-level meetings in order to learn teacher expectations and student needs at each grade-level. These meetings will also provide important insight on overall student trends and weekly lesson objectives. Information gathered at these meetings will aid in developing innovative activities around the same goals as well as targeting the most at-risk students.

Communities In Schools of the South Plains ® has an extensive library of lesson plans and evidence on programmatic success to build on in Cycle 11. Best practices have been developed over the years, with many of the most successful programs being pulled from what worked well in previous cycles.

CIS-SP® has a proven record of success as evidenced by the 2019-2020 outcomes for the 3,267 case managed students monitored who received targeted interventions. Through the ACE program CIS-SP® has made an impact on academic achievement, school day attendance, a reduction in behavior referrals, and an increase in college and career readiness. In 2019-2020, 3,654 students attended ACE programming in Cycles 9 and 10. These outstanding outcomes are detailed in the executive summaries compiled by our external evaluator.

CIS-SP® utilizes established partnerships with the Americans Institute for Research (AIR) and Westat to improve services and programming provided at each center. Program leadership implements training from You for Youth (Y4Y) to allow Site Coordinators an opportunity to learn and share best practices.

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.

The target sites, which serve populations with a high percentage of students identified as economically disadvantaged and where a majority of the students are minorities, struggle to keep pace with the academic rigor required of them. Rural communities are held to the same standards of quality education as schools in urban settings though rural schools must overcome “significant challenges such as barriers to transportation, strained resources, and lack of access to needed services such as physical, mental health, and dental care (American Progress, 2010)” in addition to educating students. Communities In Schools of the South Plains ® understands the challenges rural schools face and has a proven track record of implementing successful programs in rural areas mitigating the academic and non-academic issues that hinder students’ ability to graduate from high school. Students will be directly dismissed from their school day to the ACE program located on their home campus. Site Coordinators will work with school personnel to establish a protocol to ensure a safe transition at dismissal. Students are required to sign-in and sign-out with appropriate staff members so that accurate attendance and accountability can be maintained by ACE staff. Site Coordinators will be required to compile a master list of all ACE participating students which will include the student’s form of transportation home, guardian information, designated emergency contact, grade-level, homeroom teacher, and finally the days of the week and location of classes the student will be attending. This master list will be distributed to the campus office staff, administrators, campus staff, transportation department, and ACE staff and updated on a shared drive every Thursday for the upcoming week. ACE will obtain the necessary parental consent that includes the selection of transportation for their children (car riders, walkers, bus transportation).

Bus transportation will be available as deemed necessary by campus needs assessments during the regular school year and summer sessions. This will ensure the safety of each student and help maintain organized, secure, and productive ACE programs. Site Coordinators will work alongside school districts to continue to ensure safe passage.

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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.

Communities In Schools of the South Plains ® will use various forms of media to disseminate information about the ACE program. Local communities will be notified in English, Spanish, and other languages as needed, through press releases, CIS-SP® and partnering ISD's websites, social media, school open houses, regular parent meetings, campus newsletters, ACE brochures and other means. ACE programs will have their own dedicated section on the Communities In Schools of the South Plains' ® website that includes program descriptions, locations, news stories, events, volunteer opportunities and a pictorial slideshow of ACE activities. Additionally, promotional materials, including posters and flyers, will be displayed on school campuses and throughout the community. The majority of communications regarding ACE will contain Center address locations, Site Coordinators' information including names, email addresses, and phone numbers, Center hours, days of operation, and that the program is hosted by the 21st CCLC grant providing students and families the opportunity to attend free of charge. CIS ACE Site Coordinators will distribute monthly newsletters to principals, school staff, students, and parents. Monthly highlights that include program information, enrollment, volunteers, and collaborations will be sent to community stakeholders. Program special event notifications will be distributed in English and Spanish. Site Coordinators will work with the Family Engagement Specialist to create and update family centers on each campus, highlighting student programming, successes, and upcoming family engagement events. With Cycles 9 and 10, CIS has had great support from the local newspapers in the rural communities. Reporters have observed programming and reported on the impact and importance to the community, students, and families. Communities In Schools of the South Plains ® will adhere to the Texas ACE branding rules and guidelines, utilizing marketing materials made available through TEA. Local legislators will continue to receive ACE program updates.

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.

Currently, CIS-SP ® collaborates with over 95 federal, state and local social service agencies, other nonprofits, local colleges, the business sector, community members, faith-based organizations, and volunteers to increase each student's opportunity to succeed in school and prepare for life. The proposed ACE program will continue to utilize and coordinate the vast CIS-SP® network of partners and collaborators to maximize the utilization of public and private resources. School districts alone do not have the staff or time to research and access these resources. All school districts that partner with CIS-SP ® provide in-kind services and resources that include professional development, curriculum, classroom space, computer labs, and access to gym space and other facilities, as well as technical support. Proposed Cycle 11 ACE programs will supplement, not supplant, any existing programs and services on the campuses to be served. Through the needs/assets inventory, existing assets will be identified that align with the administrative goals driven by TEA initiatives for the ACE program so that the Site Coordinator can focus on supplementing such assets through ACE activities to achieve academic short- and long-term goals. Numerous studies show that students identified as at-risk face significant challenges than those not at-risk including, homeless students that consistently have proficiency rates 10% to 15% lower than all students. This application is eligible for three priority points under Program Priority 1 - 21st CCLC Program Integration as CIS will integrate the ACE program with other TEA or local initiatives on each campus. According to the Texas School Mental Health and Behavioral Website, approximately one in six school-aged youth experience impairments in life functioning, including impacts on academic achievement, due to mental illness and further, the number of students experiencing mental illness increases as people grow older. This indicates a need for more mental health support that we propose to address with innovative programming (such as the RITHM app) and use of the TEA Project Restore training. The ACE program will provide equitable access to special populations such as homeless, migrant, etc.

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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.

Communities In Schools of the South Plains®, its partner ISDs, and other collaborating organizations work together and begin the Cycle with the intention that the ACE program will continue well beyond the grant period. These partners have proven capabilities in obtaining, maintaining, and reporting long-term state and federal funds and have vast experience in diversifying funding streams to allow for sustaining continuous services with CIS-SP's® existing resources.

CIS-SP® will utilize tools and training provided by Westat Research Corporation including the Sustainability Starter Tool. This tool empowers CIS-SP® to work alongside districts to identify needs and desires regarding activities and perform a gap analysis to determine the strategies needed to be implemented for successful sustainability. The gap analysis looks at each category of funding (payroll, contracted services, supplies/materials, and other operating costs) across the span of five years to determine total costs, available resources, and any surplus/gaps.

The CIS-SP® leadership team has participated in hands-on training with Westat with the objective of creating and executing a strong sustainability plan for local programs. The four parts of this training include determining action, conducting a gap analysis, forming a strategy, and executing the plan.

The Community Advisory Council plays a key role in sustainability and CIS-SP® has learned to add this topic to the agenda for every meeting. Establishing buy-in from community members beginning in Year 1 sets the stage for sustainability. This topic is also included in ongoing meetings with school principals and administrators outside of the Community Advisory Council. Presentations to local school boards highlight the success of the program and build momentum for sustainability.

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)

Communities In Schools of the South Plains® recruits and trains volunteers from a variety of backgrounds and ethnicities through volunteer fairs, its partnership with the Volunteer Center of Lubbock, and its own website. Additionally, CIS-SP® has a partnership with United Way that focuses on connecting local volunteers with partnering agencies. CIS-SP® also maintains an intern program which provides long-term volunteers.

For Cycle 11, volunteers may assist with mentoring students and provide tutoring in reading, math, science and social studies. Volunteers may also assist with instructing parents in English as a Second Language (ESL), Adult Basic Education, computer literacy, employment skills and other topics as needed. In some cases, volunteers will be used for clerical tasks, program advocacy, volunteer recruitment, and will be asked to participate in the Community Advisory Council.

CIS-SP® has a thorough volunteer policy, vetted by the National Communities In Schools® Office. The following records will be kept for each volunteer: date and time of volunteer service, placement, date of orientation and training, application, and background check. The background check will be recorded and kept confidential. The CIS-SP® policy and process ensures absolutely no persons will have contact with students prior to having their criminal background checks cleared. Student volunteers (high school students, such as members of the National Honor Society) may be utilized as appropriate and approved by school administrators and the student's parent/guardian. Student volunteers will be closely supervised by the Site Coordinator and before/after school support staff. Student volunteers will never be left alone with ACE participants.

All volunteers must adhere to the CIS-SP® volunteer policy which includes information on student confidentiality, the need for dependability and reliability, and overall expectations. This policy is reviewed in depth during orientation and referred to as needed throughout the year. The collaboration between Communities In Schools of the South Plains® staff and community volunteers enhances and expands the opportunity for students to reach their potential.

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9. Statutory/Program Requirements (Cont.)

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

As a grantee, CIS-SP® trains Site Coordinators (SC) to implement active recruitment based on a nine point process. These guidelines are based on the intent of the ACE program: to target those students and families who are most in need of assistance in meeting state requirements for advancing to the next grade and ultimately graduating from high school. The following plan applies to students first enrolled in the ACE program. Once initial registration of at-risk students is complete (the first couple of weeks of programming), all students will have an opportunity to participate (with completed registration forms acknowledging parent/guardian permission).

1. Introduction of ACE program and purpose to campus administration. 2. SC receive student level reports from campus administrators including at-risk lists and students in RTI (Response to Intervention). 3. Referrals are evaluated by the SC and appropriate campus leadership. 4. SC meet with school day teachers to identify borderline students and identify levels of need for referred students based on academics, attendance, and behavior. 5. ACE informational letters and registration forms are sent to parents/guardians of identified students. 6. SC follow up with parents/guardians and school day teachers until signed registrations are received. 7. This follow up continues until students are enrolled and regularly attending programming. 8. The SC and campus leadership re-evaluate student needs on an ongoing basis. 9. Student recruitment plans are evaluated on an ongoing basis and updated as needed. To monitor retention and meet grant required attendance, the following SMART goals are presented to SC and reinforced by the Project Director: September 30th: min. of 25% enrolled/attending; October 30th: min. of 50% enrolled/attending; November 30th: min. of 75% enrolled/attending with 50% required regular number met; December 15th: 100% enrolled/attending; January 31st: 75% required regular met; March 15th: 100% required regular students met. Summer: 25% of previously attending students will attend programming by week 3; 50% previously attending students by week 5. This proven method will be followed for all required dosage targets.

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 center-level needs assessments in conjunction with CIS-SP's® experience successfully implementing ACE programs guided the development of the center operations schedule and corresponding staffing and budget plans. Data from multiple years was evaluated to determine the percentage of required regular students and adults to be served by this grant. District and campus information, along with stakeholder feedback, was used to develop program dates and hours for each center.

Staffing and budget plans are derived from actual experience in partnering to manage CIS®-ACE programs in Cycles 7, 8, 9, and 10. Per student costs were determined and consistent with previous CIS®-ACE grant experience. Costs were carefully analyzed down to the line item level for each center. Wage and benefits estimates for support staff are based on the rates paid in current programs and data derived from community assessments. The number of support staff calculated at each center is based on student attendance and the recommended staff to student ratio. Certified teachers, instructional specialists, and experienced activity facilitators will be utilized at each center. Per-student costs vary based on center population, location, and amount of equipment and supplies needed. Student transportation costs were analyzed for each center based on previous expenditures, center needs assessments, and district conversations. CIS' internal budgetary approval processes are rigorous ensuring federal fiduciary compliance.

CIS-SP® has local forms and processes in place to continuously evaluate the effectiveness and benefit of programming at each center. Site Coordinators are trained on these from date of hire, with ongoing training provided throughout employment. The Field Support Specialist monitors for quality programming at each site through weekly program observations. The Project Director is instrumental in maintaining and improving processes, empowering them to take ownership of program implementation and evaluation. CIS-SP's® experience, multi-level approach, and strong partnership with districts, allows for exceptional oversight to secure program success.

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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" value="1,150"/>
2. Enrollment in 21st CCLC of students attending participating private schools	<input type="text" value="0"/>
3. Total 21st CCLC program and participating private school students (line 1 plus line 2)	<input type="text" value="1,150"/>
4. Total year 1 proposed grant budget for serving students in all centers	<input type="text" value="1,700,000"/>
5. Applicant reservation for required staff payroll.	<input type="text" value="516,750"/>
6. Total grant amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="1,183,250"/>
7. Per-pupil grantee amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="1,029"/>
Grantee's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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12. Request for Grant Funds

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

Payroll Costs

1.	Payroll & Benefits - Program	\$884,236
2.	Payroll & Benefits - Admin	\$56,614
3.		
4.		
5.		

Professional and Contracted Services

6.	Contracted Services - Evaluator	\$19,500
7.	Contracted Services - Support Staff & Academic Enrichment	\$520,000
8.	Transportation	\$22,000
9.	Rent	\$25,225
10.	Technology Maintenance	\$2,500

Supplies and Materials

11.	Supplies & Materials - Program	\$107,891
12.	Supplies & Materials - Admin	\$2,500
13.		
14.		

Other Operating Costs

15.	Other Operating Costs - Program	\$27,034
16.	Travel & Staff Development - Program	\$22,500
17.	Family Engagement Group Activities	\$10,000

Capital Outlay

18.		
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: 75-2819581

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	223901102	Oak Grove Elementary – Brownfield ISD 1000 Cactus Lane Brownfield, 79316, (806)637-6455	0	2-5	160	85
2	223901041	Brownfield Middle School – Brownfield ISD 1001 E Broadway Street Brownfield, 79316, (806)637-7521	0	6-8	80	40
3	35901102	Richardson Elementary – Dimmitt ISD 703 W Stinson Street Dimmitt, Texas, 79027, (806)647-4131	0	K-5	180	100
4	77901101	AB Duncan Elementary – Floydada Collegiate ISD 1011 South 8 th Street Floydada, 79235, (806)983-2296	0	K-5	65	30
5	58906001	Lamesa Schools – Lamesa ISD 601 N 14 th Street, Lamesa, 79331, (806)872-5428	0	K-5	160	100
6	95905103	Edgemere Elementary – Plainview ISD 2600 West 20 th Street Plainview, 79072, (806)293-6040	0	K-5	150	75
7	95905044	Estacado Middle School – Plainview ISD 2200 West 20 th Street Plainview, 79072, (806)293-6015	0	6-8	165	80
8	54903041	Ralls Middle School – Ralls ISD 1107 10 th Street Ralls, 79357, (806)253-2549	1	6-8	55	30
9	153904041	Tahoka Middle School – Tahoka ISD 1925 Ave P Tahoka, 79373, (806)561-4538	0	6-8	60	30
10	219903041	Tulia Junior High – Tulia ISD 421 NE 3 rd Street Tulia, 79088, (806)995-4498	0	6-8	75	40

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

Texas ACE						Program Year						
Center Operations Schedule (one per center)						2021-2022						
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	223901102	Oak Grove Elementary – Brownfield ISD, 1000 Cactus Lane Brownfield, 79316				2-5	160	85				
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		12/03/21		13						
Spring Term		01/10/22		05/06/22		16						
Summer Term		05/31/22		06/30/22		5						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30	8:00	12:00	1:00	3
Tuesday	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30	8:00	12:00	1:00	3
Wednesday	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30	8:00	12:00	1:00	3
Thursday	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30	8:00	12:00	1:00	3
Friday	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, if applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction will be offered to students as necessary and able to do to be determined by each center. Field trip requests will be submitted to TEA on individual basis for approval as opportunities arise.											
Parent/Legal Guardian Activities	Monthly activities to promote literacy, college/career awareness, and family involvement. Skill training and/or literacy print-outs may be provided to educate parents/guardians on a variety of subjects. These activities may also include opportunities for parents to mingle with teachers and students, observe programming, ask questions about upcoming ACE programs, learn about new state standards, and develop homework support for their students.											

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

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	223901041	Brownfield Middle School – Brownfield ISD, 1001 E Broadway Street, Brownfield, 79316					6-8	80	40			
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			12/03/21			13			
Spring Term			01/10/22			05/06/21			16			
Summer Term			05/31/22			06/30/22			5			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:46	5:46	7:00	8:00	3:46	5:46	8:00	12:00	1:00	3
Tuesday	7:00	8:00	3:46	5:46	7:00	8:00	3:46	5:46	8:00	12:00	1:00	3
Wednesday	7:00	8:00	3:46	5:46	7:00	8:00	3:46	5:46	8:00	12:00	1:00	3
Thursday	7:00	8:00	3:46	5:46	7:00	8:00	3:46	5:46	8:00	12:00	1:00	3
Friday	7:00	8:00	3:46	5:46	7:00	8:00	3:46	5:46				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)		NA										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be offered to students as necessary and able to do to be determined by each center. Field trip requests will be submitted to TEA on individual basis for approval as opportunities arise.										
Parent/Legal Guardian Activities		Monthly activities to promote literacy, college/career awareness, and family involvement. Skill training and/or literacy print-outs may be provided to educate parents/guardians on a variety of subjects. These activities may also include opportunities for parents to mingle with teachers and students, observe programming, ask questions about upcoming ACE programs, learn about new state standards, and develop homework support for their students.										

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

Texas ACE						Program Year						
Center Operations Schedule (one per center)						2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 3	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center	35901102	Richardson Elementary – Dimmitt ISD, 703 W Stinson Street, Dimmitt, Texas, 79027				K-5	180	100				
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		12/03/21		13						
Spring Term		01/10/22		05/06/22		16						
Summer Term		05/31/22		06/30/22		5						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	1:00	3
Tuesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	1:00	3
Wednesday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	1:00	3
Thursday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00	8:00	12:00	1:00	3
Friday	7:00	8:00	4:00	6:00	7:00	8:00	4:00	6:00				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction will be offered to students as necessary and able to do to be determined by each center. Field trip requests will be submitted to TEA on individual basis for approval as opportunities arise.											
Parent/Legal Guardian Activities	Monthly activities to promote literacy, college/career awareness, and family involvement. Skill training and/or literacy print-outs may be provided to educate parents/guardians on a variety of subjects. These activities may also include opportunities for parents to mingle with teachers and students, observe programming, ask questions about upcoming ACE programs, learn about new state standards, and develop homework support for their students.											

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

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	77901101	AB Duncan Elementary – Floydada Collegiate ISD, 1011 South 8 th Street, Floydada, 79235					K-5	65	30			
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			12/03/21			13			
Spring Term			01/10/22			05/06/22			16			
Summer Term			05/31/22			06/30/22			5			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:45	5:45	7:00	8:00	3:45	5:45	8:00	12:00	1:00	3
Tuesday	7:00	8:00	3:45	5:45	7:00	8:00	3:45	5:45	8:00	12:00	1:00	3
Wednesday	7:00	8:00	3:45	5:45	7:00	8:00	3:45	5:45	8:00	12:00	1:00	3
Thursday	7:00	8:00	3:45	5:45	7:00	8:00	3:45	5:45	8:00	12:00	1:00	3
Friday	7:00	8:00	3:45	5:45	7:00	8:00	3:45	5:45				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, if applicable (site name and full address)		NA										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be offered to students as necessary and able to do to be determined by each center. Field trip requests will be submitted to TEA on individual basis for approval as opportunities arise.										
Parent/Legal Guardian Activities		Monthly activities to promote literacy, college/career awareness, and family involvement. Skill training and/or literacy print-outs may be provided to educate parents/guardians on a variety of subjects. These activities may also include opportunities for parents to mingle with teachers and students, observe programming, ask questions about upcoming ACE programs, learn about new state standards, and develop homework support for their students.										

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

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	58906001	Lamesa Schools – Lamesa ISD, 601 N 14 th Street, Lamesa, 79331					K-5	160	100			
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			12/03/21			13			
Spring Term			01/10/22			05/06/22			16			
Summer Term			05/31/22			06/30/22			5			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3
Tuesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3
Wednesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3
Thursday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3
Friday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)		NA										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be offered to students as necessary and able to do to be determined by each center. Field trip requests will be submitted to TEA on individual basis for approval as opportunities arise.										
Parent/Legal Guardian Activities		Monthly activities to promote literacy, college/career awareness, and family involvement. Skill training and/or literacy print-outs may be provided to educate parents/guardians on a variety of subjects. These activities may also include opportunities for parents to mingle with teachers and students, observe programming, ask questions about upcoming ACE programs, learn about new state standards, and develop homework support for their students.										

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

Texas ACE						Program Year						
Center Operations Schedule (one per center)						2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	95905103	Edgemere Elementary – Plainview ISD, 2600 West 20 th Street, Plainview, 79072				K-5	150	75				
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		12/03/21		13						
Spring Term		01/10/22		05/06/22		16						
Summer Term		05/31/22		06/30/22		5						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30	8:00	12:00	1:00	3
Tuesday	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30	8:00	12:00	1:00	3
Wednesday	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30	8:00	12:00	1:00	3
Thursday	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30	8:00	12:00	1:00	3
Friday	7:00	8:00	3:30	5:30	7:00	8:00	3:30	5:30				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, if applicable (site name and full address)	NA											
Special Schedules <i>(i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)</i>	Remote instruction will be offered to students as necessary and able to do to be determined by each center. Field trip requests will be submitted to TEA on individual basis for approval as opportunities arise.											
Parent/Legal Guardian Activities	Monthly activities to promote literacy, college/career awareness, and family involvement. Skill training and/or literacy print-outs may be provided to educate parents/guardians on a variety of subjects. These activities may also include opportunities for parents to mingle with teachers and students, observe programming, ask questions about upcoming ACE programs, learn about new state standards, and develop homework support for their students.											

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

Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	95905044	Estacado Middle School – Plainview ISD, 2200 West 20 th Street, Plainview, 79072					6-8	165	80			
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			12/03/21			13			
Spring Term			01/10/22			05/06/22			16			
Summer Term			05/31/22			06/30/22			5			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:48	5:48	7:00	8:00	3:48	5:48	8:00	12:00	1:00	3
Tuesday	7:00	8:00	3:48	5:48	7:00	8:00	3:48	5:48	8:00	12:00	1:00	3
Wednesday	7:00	8:00	3:48	5:48	7:00	8:00	3:48	5:48	8:00	12:00	1:00	3
Thursday	7:00	8:00	3:48	5:48	7:00	8:00	3:48	5:48	8:00	12:00	1:00	3
Friday	7:00	8:00	3:48	5:48	7:00	8:00	3:48	5:48				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)		NA										
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be offered to students as necessary and able to do to be determined by each center. Field trip requests will be submitted to TEA on individual basis for approval as opportunities arise.										
Parent/Legal Guardian Activities		Monthly activities to promote literacy, college/career awareness, and family involvement. Skill training and/or literacy print-outs may be provided to educate parents/guardians on a variety of subjects. These activities may also include opportunities for parents to mingle with teachers and students, observe programming, ask questions about upcoming ACE programs, learn about new state standards, and develop homework support for their students.										

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

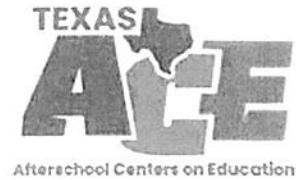
Texas ACE							Program Year					
Center Operations Schedule (one per center)							2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center	54903041	Ralls Middle School – Ralls ISD, 1107 10 th Street, Ralls, 79357					6-8	55	30			
Feeder	054903102	Ralls Elementary School – Ralls ISD, 1401 16 th Street, Ralls, 79357					K-5					
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			12/03/21			13			
Spring Term			01/10/22			05/06/22			16			
Summer Term			05/31/22			06/30/22			5			
Total number of weeks:									34			
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3
Tuesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3
Wednesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3
Thursday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3
Friday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction will be offered to students as necessary and able to do to be determined by each center. Field trip requests will be submitted to TEA on individual basis for approval as opportunities arise.											
Parent/Legal Guardian Activities	Monthly activities to promote literacy, college/career awareness, and family involvement. Skill training and/or literacy print-outs may be provided to educate parents/guardians on a variety of subjects. These activities may also include opportunities for parents to mingle with teachers and students, observe programming, ask questions about upcoming ACE programs, learn about new state standards, and develop homework support for their students.											

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

Texas ACE							Program Year						
Center Operations Schedule (one per center)							2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 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	153904041	Tahoka Middle School – Tahoka ISD, 1925 Ave P, Tahoka, 79373					6-8	60	30				
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			12/03/21			13				
Spring Term			01/10/21			05/06/22			16				
Summer Term			05/31/22			06/30/22			5				
Total number of weeks:									34				
Center Schedule													
Day of the Week	Fall Term				Spring Term				Summer Term				
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	
Monday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3	
Tuesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3	
Wednesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3	
Thursday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3	
Friday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40					
Saturday													
Sunday													
Total Hours Per Week:	15				15				24				
Adjunct Sites, If applicable (site name and full address)		NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)		Remote instruction will be offered to students as necessary and able to do to be determined by each center. Field trip requests will be submitted to TEA on individual basis for approval as opportunities arise.											
Parent/Legal Guardian Activities		Monthly activities to promote literacy, college/career awareness, and family involvement. Skill training and/or literacy print-outs may be provided to educate parents/guardians on a variety of subjects. These activities may also include opportunities for parents to mingle with teachers and students, observe programming, ask questions about upcoming ACE programs, learn about new state standards, and develop homework support for their students.											

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

Texas ACE						Program Year						
Center Operations Schedule (one per center)						2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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	219903041	Tulia Junior High – Tulia ISD, 421 NE 3 rd Street, Tulia, 79088				6-8	75	40				
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		12/03/21		13						
Spring Term		01/10/22		05/06/22		16						
Summer Term		05/31/22		06/30/22		5						
Total number of weeks:						34						
Center Schedule												
Day of the Week	Fall Term				Spring Term				Summer Term			
	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End	AM Start	AM End	PM Start	PM End
Monday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3
Tuesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3
Wednesday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3
Thursday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40	8:00	12:00	1:00	3
Friday	7:00	8:00	3:40	5:40	7:00	8:00	3:40	5:40				
Saturday												
Sunday												
Total Hours Per Week:	15				15				24			
Adjunct Sites, If applicable (site name and full address)	NA											
Special Schedules (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)	Remote instruction will be offered to students as necessary and able to do to be determined by each center. Field trip requests will be submitted to TEA on individual basis for approval as opportunities arise.											
Parent/Legal Guardian Activities	Monthly activities to promote literacy, college/career awareness, and family involvement. Skill training and/or literacy print-outs may be provided to educate parents/guardians on a variety of subjects. These activities may also include opportunities for parents to mingle with teachers and students, observe programming, ask questions about upcoming ACE programs, learn about new state standards, and develop homework support for their students.											



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

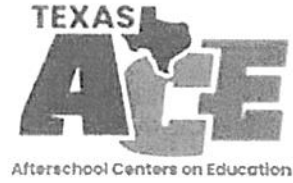
This agreement is contingent upon grant award. Upon notice of grant award, this partnership agreement will be entered effective July 1, 2021 (or alternative grant start date as dictated by the Texas Education Agency), through July 31, 2026 between the Brownfield Independent School District School, hereinafter referred to as BISD, and Communities In Schools of The South Plains®, hereinafter referred to as CIS®.

I. BISD agrees to:

- a. Ensure that the afterschool program (ACE) is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
- b. Identify and recruit students for participation based on need
- c. Communicate with teachers and families to gain support
- d. Assist with teacher recruitment and support for the program
- e. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
- f. Have Data Clerk or PEIMS Clerk partner with Site Coordinator to provide each semester the appropriate information regarding individual students who participated in the Texas ACE Program
 - i. Demographic information includes Social Security / PEIMS numbers, Gender, Birth Date, and Ethnicity.
 - ii. Personal information includes grade level, homeroom teacher, enrollment and withdrawal dates, home address, bus number, guardian name and contact information, and any other pertinent information needed for reporting to TEA.
 - iii. Information regarding educational outcomes including information relating to student academic achievement, grades, graduation rates, school attendance, disciplinary actions, and receipt of special education services.
- g. Welcome the Site Coordinator as part of your Leadership Team
- h. Work with program staff to reschedule cancelled program time due to school functions/issues
- i. Facilitate agreed upon pay for current district employees working the ACE program to be reimbursed with 21st CCLC funds through Communities In Schools® business office by the end of the following month of receipt of complete reimbursement request
- j. Partner with CIS® for capacity building and sustainability of before/after school programs, including district representation in Community Advisory Council meetings each semester

II. CIS® agrees to:

- a. Write the 21st CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Work with the district/campus to improve academic performance, attendance, behavior, promotion rates, and graduation rates through the implementation of the ACE program
- d. Provide training on district policies and procedures, best practices, and youth development
- e. Supervise Site Coordinator, Family Engagement Specialist, and community partners
- f. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture



- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Complete all evaluation reports
- j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data

III. It is mutually agreed:

- a. That both parties will comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program
- b. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture

CAMPUSES TO BE SERVED: Oak Grove Elementary, Brownfield Middle School, Colonial Heights (feeder campus)

TERMINATION: This Agreement may be terminated by either party at any time upon the giving of thirty (30) days notice of intention to terminate. All notices shall be in writing and sent by registered or certified mail addressed as follows:

To BISD: Superintendent
Brownfield ISD
601 Tahoka Road
Brownfield, Texas 79316

To CIS-SP@: Chief Executive Officer
Communities In Schools Of the South Plains, Inc.
1946 Ave. Q (Third Floor)
Lubbock, Texas 79411

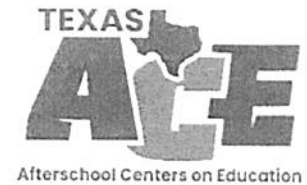
Agreed:

Kenna West
Kenna West, Chief Executive Officer

1.20.21
Date

Chris Smith
Chris Smith, Superintendent

1-13-21
Date



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

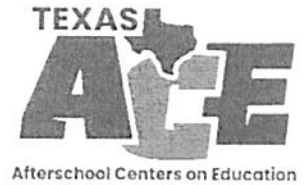
This agreement is contingent upon grant award. Upon notice of grant award, this partnership agreement will be entered effective July 1, 2021 (or alternative grant start date as dictated by the Texas Education Agency), through July 31, 2026 between the Dimmitt Independent School District School, hereinafter referred to as DISD, and Communities In Schools of The South Plains®, hereinafter referred to as CIS®.

I. DISD agrees to:

- a. Ensure that the afterschool program (ACE) is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
- b. Identify and recruit students for participation based on need
- c. Communicate with teachers and families to gain support
- d. Assist with teacher recruitment and support for the program
- e. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
- f. Have Data Clerk or PEIMS Clerk partner with Site Coordinator to provide each semester the appropriate information regarding individual students who participated in the Texas ACE Program
 - i. Demographic information includes Social Security / PEIMS numbers, Gender, Birth Date, and Ethnicity.
 - ii. Personal information includes grade level, homeroom teacher, enrollment and withdrawal dates, home address, bus number, guardian name and contact information, and any other pertinent information needed for reporting to TEA.
 - iii. Information regarding educational outcomes including information relating to student academic achievement, grades, graduation rates, school attendance, disciplinary actions, and receipt of special education services.
- g. Welcome the Site Coordinator as part of your Leadership Team
- h. Work with program staff to reschedule cancelled program time due to school functions/issues
- i. Facilitate agreed upon pay for current district employees working the ACE program to be reimbursed with 21st CCLC funds through Communities In Schools® business office by the end of the following month of receipt of complete reimbursement request
- j. Partner with CIS® for capacity building and sustainability of before/after school programs, including district representation in Community Advisory Council meetings each semester

II. CIS® agrees to:

- a. Write the 21st CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Work with the district/campus to improve academic performance, attendance, behavior, promotion rates, and graduation rates through the implementation of the ACE program
- d. Provide training on district policies and procedures, best practices, and youth development
- e. Supervise Site Coordinator, Family Engagement Specialist, and community partners
- f. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture



- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Complete all evaluation reports
- j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data

III. It is mutually agreed:

- a. That both parties will comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program
- b. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture

CAMPUSES TO BE SERVED: Richardson Elementary

TERMINATION: This Agreement may be terminated by either party at any time upon the giving of thirty (30) days notice of intention to terminate. All notices shall be in writing and sent by registered or certified mail addressed as follows:

To DISD: Superintendent
 Dimmitt ISD
 608 W Halsell Street
 Dimmitt, Texas 79027

To CIS-SP®: Chief Executive Officer
 Communities In Schools Of the South Plains, Inc.
 1946 Ave. Q (Third Floor)
 Lubbock, Texas 79411

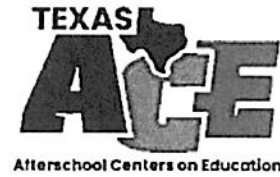
Agreed:

Kenna West
 Kenna West, Chief Executive Officer

1.20.21
 Date

Jill Millican
 Jill Millican, Superintendent

1.14.21
 Date



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

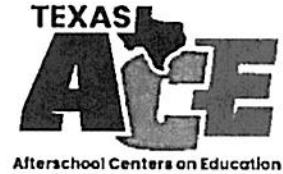
This agreement is contingent upon grant award. Upon notice of grant award, this partnership agreement will be entered effective July 1, 2021 (or alternative grant start date as dictated by the Texas Education Agency), through July 31, 2026 between the Floydada Collegiate Independent School District School, hereinafter referred to as FCISD, and Communities In Schools of The South Plains®, hereinafter referred to as CIS®.

I. FCISD agrees to:

- a. Ensure that the afterschool program (ACE) is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
- b. Identify and recruit students for participation based on need
- c. Communicate with teachers and families to gain support
- d. Assist with teacher recruitment and support for the program
- e. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
- f. Have Data Clerk or PEIMS Clerk partner with Site Coordinator to provide each semester the appropriate information regarding individual students who participated in the Texas ACE Program
 - i. Demographic information includes Social Security / PEIMS numbers, Gender, Birth Date, and Ethnicity.
 - ii. Personal information includes grade level, homeroom teacher, enrollment and withdrawal dates, home address, bus number, guardian name and contact information, and any other pertinent information needed for reporting to TEA.
 - iii. Information regarding educational outcomes including information relating to student academic achievement, grades, graduation rates, school attendance, disciplinary actions, and receipt of special education services.
- g. Welcome the Site Coordinator as part of your Leadership Team
- h. Work with program staff to reschedule cancelled program time due to school functions/issues
- i. Facilitate agreed upon pay for current district employees working the ACE program to be reimbursed with 21st CCLC funds through Communities In Schools® business office by the end of the following month of receipt of complete reimbursement request
- j. Partner with CIS® for capacity building and sustainability of before/after school programs, including district representation in Community Advisory Council meetings each semester

II. CIS® agrees to:

- a. Write the 21st CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Work with the district/campus to improve academic performance, attendance, behavior, promotion rates, and graduation rates through the implementation of the ACE program
- d. Provide training on district policies and procedures, best practices, and youth development
- e. Supervise Site Coordinator, Family Engagement Specialist, and community partners
- f. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture



- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Complete all evaluation reports
- j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data

III. It is mutually agreed:

- a. That both parties will comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program
- b. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture

CAMPUSES TO BE SERVED: AB Duncan Elementary

TERMINATION: This Agreement may be terminated by either party at any time upon the giving of thirty (30) days notice of intention to terminate. All notices shall be in writing and sent by registered or certified mail addressed as follows:

To FCISD: Superintendent
Floydada Collegiate ISD
226 W California Street
Floydada, Texas 79235

To CIS-SP®: Chief Executive Officer
Communities In Schools Of the South Plains, Inc.
1946 Ave. Q (Third Floor)
Lubbock, Texas 79411

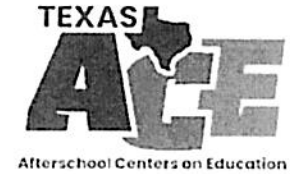
Agreed:


Kenna West, Chief Executive Officer

1.20.21
Date


Dr. Gilbert Trevino, Superintendent

1/13/2021
Date



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

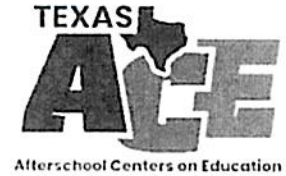
This agreement is contingent upon grant award. Upon notice of grant award, this partnership agreement will be entered effective July 1, 2021 (or alternative grant start date as dictated by the Texas Education Agency), through July 31, 2026 between the Lamesa Independent School District School, hereinafter referred to as LISD, and Communities In Schools of The South Plains®, hereinafter referred to as CIS®.

I. LISD agrees to:

- a. Ensure that the afterschool program (ACE) is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
- b. Identify and recruit students for participation based on need
- c. Communicate with teachers and families to gain support
- d. Assist with teacher recruitment and support for the program
- e. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
- f. Have Data Clerk or PEIMS Clerk partner with Site Coordinator to provide each semester the appropriate information regarding individual students who participated in the Texas ACE Program
 - i. Demographic information includes Social Security / PEIMS numbers, Gender, Birth Date, and Ethnicity.
 - ii. Personal information includes grade level, homeroom teacher, enrollment and withdrawal dates, home address, bus number, guardian name and contact information, and any other pertinent information needed for reporting to TEA.
 - iii. Information regarding educational outcomes including information relating to student academic achievement, grades, graduation rates, school attendance, disciplinary actions, and receipt of special education services.
- g. Welcome the Site Coordinator as part of your Leadership Team
- h. Work with program staff to reschedule cancelled program time due to school functions/issues
- i. Facilitate agreed upon pay for current district employees working the ACE program to be reimbursed with 21st CCLC funds through Communities In Schools® business office by the end of the following month of receipt of complete reimbursement request
- j. Partner with CIS® for capacity building and sustainability of before/after school programs, including district representation in Community Advisory Council meetings each semester

II. CIS® agrees to:

- a. Write the 21st CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Work with the district/campus to improve academic performance, attendance, behavior, promotion rates, and graduation rates through the implementation of the ACE program
- d. Provide training on district policies and procedures, best practices, and youth development
- e. Supervise Site Coordinator, Family Engagement Specialist, and community partners
- f. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture



- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Complete all evaluation reports
- j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data

III. It is mutually agreed:

- a. That both parties will comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program
- b. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture

CAMPUSES TO BE SERVED: Lamesa Schools

TERMINATION: This Agreement may be terminated by either party at any time upon the giving of thirty (30) days notice of intention to terminate. All notices shall be in writing and sent by registered or certified mail addressed as follows:

To LISD: Superintendent
Lamesa ISD
212 N Houston
Lamesa, Texas 79331

To CIS-SP@: Chief Executive Officer
Communities In Schools Of the South Plains, Inc.
1946 Ave. Q (Third Floor)
Lubbock, Texas 79411

Agreed:



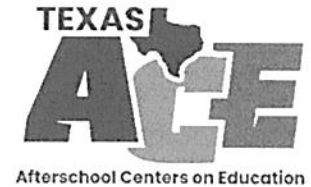
Kenna West, Chief Executive Officer

1.20.21
Date



Jim Knight, Superintendent

1-15-2021
Date



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

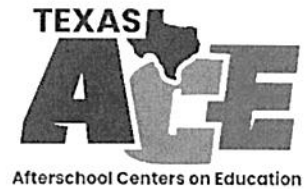
This agreement is contingent upon grant award. Upon notice of grant award, this partnership agreement will be entered effective July 1, 2021 (or alternative grant start date as dictated by the Texas Education Agency), through July 31, 2026 between the Plainview Independent School District School, hereinafter referred to as PISD, and Communities In Schools of The South Plains®, hereinafter referred to as CIS®.

I. PISD agrees to:

- a. Ensure that the afterschool program (ACE) is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
- b. Identify and recruit students for participation based on need
- c. Communicate with teachers and families to gain support
- d. Assist with teacher recruitment and support for the program
- e. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
- f. Have Data Clerk or PEIMS Clerk partner with Site Coordinator to provide each semester the appropriate information regarding individual students who participated in the Texas ACE Program
 - i. Demographic information includes Social Security / PEIMS numbers, Gender, Birth Date, and Ethnicity.
 - ii. Personal information includes grade level, homeroom teacher, enrollment and withdrawal dates, home address, bus number, guardian name and contact information, and any other pertinent information needed for reporting to TEA.
 - iii. Information regarding educational outcomes including information relating to student academic achievement, grades, graduation rates, school attendance, disciplinary actions, and receipt of special education services.
- g. Welcome the Site Coordinator as part of your Leadership Team
- h. Work with program staff to reschedule cancelled program time due to school functions/issues
- i. Facilitate agreed upon pay for current district employees working the ACE program to be reimbursed with 21st CCLC funds through Communities In Schools® business office by the end of the following month of receipt of complete reimbursement request
- j. Partner with CIS® for capacity building and sustainability of before/after school programs, including district representation in Community Advisory Council meetings each semester

II. CIS® agrees to:

- a. Write the 21st CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Work with the district/campus to improve academic performance, attendance, behavior, promotion rates, and graduation rates through the implementation of the ACE program
- d. Provide training on district policies and procedures, best practices, and youth development
- e. Supervise Site Coordinator, Family Engagement Specialist, and community partners
- f. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture



- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Complete all evaluation reports
- j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data

III. It is mutually agreed:

- a. That both parties will comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program
- b. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture

CAMPUSES TO BE SERVED: Edgemere Elementary and Estacado Middle School

TERMINATION: This Agreement may be terminated by either party at any time upon the giving of thirty (30) days notice of intention to terminate. All notices shall be in writing and sent by registered or certified mail addressed as follows:

To PISD: Superintendent
Plainview ISD
2417 Yonkers Street
Plainview, Texas 79072

To CIS-SP®: Chief Executive Officer
Communities In Schools Of the South Plains, Inc.
1946 Ave. Q (Third Floor)
Lubbock, Texas 79411

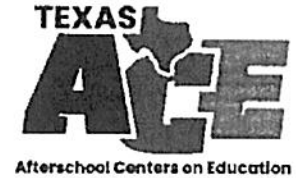
Agreed:

Kenna West
Kenna West, Chief Executive Officer

1.20.21
Date

Hector S. Sanchez, Ed.D.
Dr. H.T. Sanchez, Superintendent

1.13.2021
Date



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

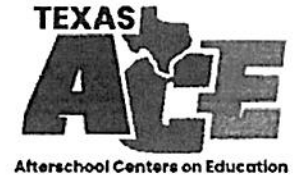
This agreement is contingent upon grant award. Upon notice of grant award, this partnership agreement will be entered effective July 1, 2021 (or alternative grant start date as dictated by the Texas Education Agency), through July 31, 2026 between the Ralls Independent School District School, hereinafter referred to as RISD, and Communities In Schools of The South Plains®, hereinafter referred to as CIS®.

I. RISD agrees to:

- a. Ensure that the afterschool program (ACE) is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
- b. Identify and recruit students for participation based on need
- c. Communicate with teachers and families to gain support
- d. Assist with teacher recruitment and support for the program
- e. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
- f. Have Data Clerk or PEIMS Clerk partner with Site Coordinator to provide each semester the appropriate information regarding individual students who participated in the Texas ACE Program
 - i. Demographic information includes Social Security / PEIMS numbers, Gender, Birth Date, and Ethnicity.
 - ii. Personal information includes grade level, homeroom teacher, enrollment and withdrawal dates, home address, bus number, guardian name and contact information, and any other pertinent information needed for reporting to TEA.
 - iii. Information regarding educational outcomes including information relating to student academic achievement, grades, graduation rates, school attendance, disciplinary actions, and receipt of special education services.
- g. Welcome the Site Coordinator as part of your Leadership Team
- h. Work with program staff to reschedule cancelled program time due to school functions/issues
- i. Facilitate agreed upon pay for current district employees working the ACE program to be reimbursed with 21st CCLC funds through Communities In Schools® business office by the end of the following month of receipt of complete reimbursement request
- j. Partner with CIS® for capacity building and sustainability of before/after school programs, including district representation in Community Advisory Council meetings each semester

II. CIS® agrees to:

- a. Write the 21st CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Work with the district/campus to improve academic performance, attendance, behavior, promotion rates, and graduation rates through the implementation of the ACE program
- d. Provide training on district policies and procedures, best practices, and youth development
- e. Supervise Site Coordinator, Family Engagement Specialist, and community partners
- f. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture



- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Complete all evaluation reports
- j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data

III. It is mutually agreed:

- a. That both parties will comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program
- b. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture

CAMPUSES TO BE SERVED: Ralls Middle School and Ralls Elementary (feeder)

TERMINATION: This Agreement may be terminated by either party at any time upon the giving of thirty (30) days notice of intention to terminate. All notices shall be in writing and sent by registered or certified mail addressed as follows:

To RISD: Superintendent
Ralls ISD
1082 4th Street
Ralls, Texas 79357


To CIS-SP@: Chief Executive Officer
Communities In Schools Of the South Plains, Inc.
1946 Ave. Q (Third Floor)
Lubbock, Texas 79411

Agreed:



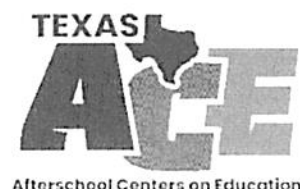
Kenna West, Chief Executive Officer

1.20.21
Date



Dr. Nathan Maxwell, Superintendent

1.15.21
Date



Texas ACE/21st Century Community Learning Center

Memorandum of Understanding

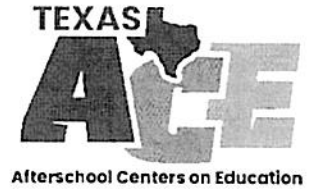
This agreement is contingent upon grant award. Upon notice of grant award, this partnership agreement will be entered effective July 1, 2021 (or alternative grant start date as dictated by the Texas Education Agency), through July 31, 2026 between the Tahoka Independent School District School, hereinafter referred to as TISD, and Communities In Schools of The South Plains®, hereinafter referred to as CIS®.

I. TISD agrees to:

- a. Ensure that the afterschool program (ACE) is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
- b. Identify and recruit students for participation based on need
- c. Communicate with teachers and families to gain support
- d. Assist with teacher recruitment and support for the program
- e. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
- f. Have Data Clerk or PEIMS Clerk partner with Site Coordinator to provide each semester the appropriate information regarding individual students who participated in the Texas ACE Program
 - i. Demographic information includes Social Security / PEIMS numbers, Gender, Birth Date, and Ethnicity.
 - ii. Personal information includes grade level, homeroom teacher, enrollment and withdrawal dates, home address, bus number, guardian name and contact information, and any other pertinent information needed for reporting to TEA.
 - iii. Information regarding educational outcomes including information relating to student academic achievement, grades, graduation rates, school attendance, disciplinary actions, and receipt of special education services.
- g. Welcome the Site Coordinator as part of your Leadership Team
- h. Work with program staff to reschedule cancelled program time due to school functions/issues
- i. Facilitate agreed upon pay for current district employees working the ACE program to be reimbursed with 21st CCLC funds through Communities In Schools® business office by the end of the following month of receipt of complete reimbursement request
- j. Partner with CIS® for capacity building and sustainability of before/after school programs, including district representation in Community Advisory Council meetings each semester

II. CIS® agrees to:

- a. Write the 21st CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Work with the district/campus to improve academic performance, attendance, behavior, promotion rates, and graduation rates through the implementation of the ACE program
- d. Provide training on district policies and procedures, best practices, and youth development
- e. Supervise Site Coordinator, Family Engagement Specialist, and community partners
- f. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture



- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Complete all evaluation reports
- j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data

III. It is mutually agreed:

- a. That both parties will comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program
- b. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture

CAMPUSES TO BE SERVED: Tahoka Middle School and Tahoka Elementary (feeder)

TERMINATION: This Agreement may be terminated by either party at any time upon the giving of thirty (30) days notice of intention to terminate. All notices shall be in writing and sent by registered or certified mail addressed as follows:

To TISD: Superintendent
Tahoka ISD
2129 N Main Street/PO Box 1230
Tahoka, Texas 79373

To CIS-SP@: Chief Executive Officer
Communities In Schools Of the South Plains, Inc.
1946 Ave. Q (Third Floor)
Lubbock, Texas 79411

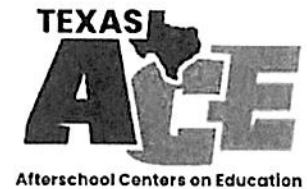
Agreed:

Kenna West
Kenna West, Chief Executive Officer

1.20.21
Date

Don T. Ak - TISD UP CH- SCHOOL BOARD
District Representative

1/20/2021
Date



Texas ACE/21st Century Community Learning Center Memorandum of Understanding

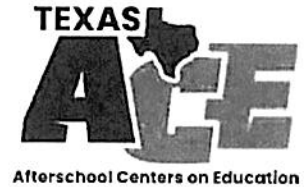
This agreement is contingent upon grant award. Upon notice of grant award, this partnership agreement will be entered effective July 1, 2021 (or alternative grant start date as dictated by the Texas Education Agency), through July 31, 2026 between the Tulia Independent School District School, hereinafter referred to as TISD, and Communities In Schools of The South Plains®, hereinafter referred to as CIS®.

I. TISD agrees to:

- a. Ensure that the afterschool program (ACE) is included in the Campus Improvement Plan (CIP), is aligned with district and school initiatives, and is integrated into the school culture
- b. Identify and recruit students for participation based on need
- c. Communicate with teachers and families to gain support
- d. Assist with teacher recruitment and support for the program
- e. Ensure that rooms and adequate space (gym, cafeteria, classrooms, computer labs, auditorium, office, and storage) are available for program implementation
- f. Have Data Clerk or PEIMS Clerk partner with Site Coordinator to provide each semester the appropriate information regarding individual students who participated in the Texas ACE Program
 - i. Demographic information includes Social Security / PEIMS numbers, Gender, Birth Date, and Ethnicity.
 - ii. Personal information includes grade level, homeroom teacher, enrollment and withdrawal dates, home address, bus number, guardian name and contact information, and any other pertinent information needed for reporting to TEA.
 - iii. Information regarding educational outcomes including information relating to student academic achievement, grades, graduation rates, school attendance, disciplinary actions, and receipt of special education services.
- g. Welcome the Site Coordinator as part of your Leadership Team
- h. Work with program staff to reschedule cancelled program time due to school functions/issues
- i. Facilitate agreed upon pay for current district employees working the ACE program to be reimbursed with 21st CCLC funds through Communities In Schools® business office by the end of the following month of receipt of complete reimbursement request
- j. Partner with CIS® for capacity building and sustainability of before/after school programs, including district representation in Community Advisory Council meetings each semester

II. CIS® agrees to:

- a. Write the 21st CCLC grant application and subsequent continuation proposals
- b. Monitor the program for grant compliance
- c. Work with the district/campus to improve academic performance, attendance, behavior, promotion rates, and graduation rates through the implementation of the ACE program
- d. Provide training on district policies and procedures, best practices, and youth development
- e. Supervise Site Coordinator, Family Engagement Specialist, and community partners
- f. Implement program that is aligned with the CIP, district and school initiatives, and integrated into school culture



- g. Supervise purchasing, payroll, contracts, and hiring of staff
- h. Maintain the grant records for fiscal accountability and grant reporting
- i. Complete all evaluation reports
- j. Use student data for reporting, compliance, and evaluation needs only and abide by all federal, state, and district guidelines regarding privacy of that student data

III. It is mutually agreed:

- a. That both parties will comply with all state and federal guidelines and requirements for the Texas 21st Century Learning Centers Grant Program
- b. That funding provided by the 21st Century Learning Center Grant will supplement not supplant existing staff, support materials and supplies, or programs
- c. That the program will be aligned with the CIP, district and school initiatives, and integrated into the school culture

CAMPUSES TO BE SERVED: Tulia Junior High and Tulia Elementary (feeder)

TERMINATION: This Agreement may be terminated by either party at any time upon the giving of thirty (30) days notice of intention to terminate. All notices shall be in writing and sent by registered or certified mail addressed as follows:

To TISD: Superintendent
Tulia ISD
702 NW 8th Street
Tulia, Texas 79088

To CIS-SP®: Chief Executive Officer
Communities In Schools Of the South Plains, Inc.
1946 Ave. Q (Third Floor)
Lubbock, Texas 79411

Agreed:



Kenna West, Chief Executive Officer

1.20.21
Date



Tim Glover, Superintendent

1-14-21
Date



January 15, 2021

TEA 21st Century Cycle 11 Grant
1701 North Congress Ave
Austin, TX 78701

To Whom It May Concern:

It is my privilege to write this letter of support of the proposal for Communities In Schools of the South Plains being submitted for the Nita M. Lowey 21st Century Community Learning Centers, Cycle 11. I've had the honor of working alongside this outstanding organization as a private Lubbock citizen and through the Texas Tech University Center for Adolescent Resiliency's United Future Leaders, youth leadership development program.

Rural communities face similar challenges as urban cities, however, their ability to *overcome* these challenges are much higher than their counterparts because of access to resources. This is where programs such as Communities In Schools (CIS) can assist with removing roadblocks and connecting schools to resources that will enhance and support the individual and family. There is research that supports youth mentorship and CIS programs achieve this through their academic assistance, academic enrichment, and family/parental support components. Furthermore, CIS will work to meet the immediate needs of youth and families, but also their futures through their college/workforce readiness initiatives. When we can help all neighborhoods be the best they can be—communities thrive. CIS and their programs are absolutely vital to the school and community.

I fully support the efforts of Communities In Schools of the South Plains as they seek external funding to provide before and after school programs that serve the individual and family. With your support, our rural communities will receive the support and resources they so desperately need. Thank you so much for your time!

Sincerely,



CiCi Nunez
Assistant Director, United Future Leaders
Center for Adolescent Resiliency
cici.nunez@ttu.edu
806.834.0004

Plainview Independent School District
2417 Yonkers
Plainview, Texas 79072
Phone (806) 293-6000 FAX (806) 296-4014



H. T. Sanchez, Ed. D.
Superintendent of Schools

Re: TEA 21st Century Cycle 11 Grant
1701 North Congress Ave
Austin, TX 78701

Dear Grant Reviewer,

Plainview Independent School District has seen the tremendous, positive impact the Communities In Schools® (CIS®) partnership has provided our most at-risk students. The ability to provide afterschool programming that is focused on academics and real-world skills is an amazing alternative to unstructured time at home or in unsupervised settings. Plainview ISD is fully committed to our partnership with CIS, and we hope your support will allow us to continue to provide this amazing option for the youth of Plainview, Texas.

It is our pleasure to write a letter in support of the proposal for Communities In Schools of The South Plains® being submitted for the Nita M. Lowey 21st Century Community Learning Centers, Cycle 11.

I believe with the assistance of CIS®, we can overcome many of the challenges that we face in our community. The resources that we have are limited due to our distance from urban cities. We are also limited in those urban cities due to the resources only being available for specific counties. With the assistance of CIS® the resources would be brought straight to our school(s) for our students and their families. We struggle with the funding to provide food, tutors, and educational activities for our students. With the help of the key components that CIS® provides such as Academic Assistance, Academic Enrichment, Family and Parental Support, and College and Workforce Readiness this challenge will be addressed.

I fully support the efforts of Communities In Schools® as they seek external funding to provide a program that will meet the needs of our at-risk students through before and after school programs. The need that we have is great and the evidence that the CIS® program works is remarkable.

Sincerely,

H.T. Sánchez, Ed.D.
Superintendent of Schools
Plainview Independent School District