



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 07, 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 07/01/2021 to 07/31/2022 Pre-award costs: ARE NOT permitted for this grant

Required attachments: Refer to the program guidelines for a description of any 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 Foundation Communities

Campus name [ ] CDN 742563 Vendor ID 742563260 ESC 13 DUNS 556352268

Address 3000 S IH 35, Ste 300 City Austin ZIP 78704 Phone 512-610-7389

Primary Contact Erika Gonzalez Email Erika.Gonzalez@foundcom.org Phone 512-610-7389

Secondary Contact Marisela Montoya Email Marisela.Montoya@foundcom.org Phone 512-610-4029

2. Certification and Incorporation

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

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

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

Authorized Official Name Julian Huerta Title Deputy ED Email Julian.Huerta@foundcom.org

Phone 512-610-4013 Signature [ ] Date [ ]

Grant Writer Name Erika Gonzalez Signature Erika Gonzalez Digitally signed by Erika Gonzalez Date: 2021.01.05 13:38:23 -06'00' Date 1/5/2021

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
Student scores on Math and Reading STAAR assessments fall below state and district goals for their grade level.	Students will be engaged in Reading and Math lessons which align with their school curriculum and receive support in completing their homework. Additionally, students will engage in a variety of enrichment programs to reinforce concepts and practice their reading, writing, and math skills. These efforts will also be supplemented by the use of the I-Ready online program.
Four of the five campuses have higher percentage of students who are "at risk" than the state average of 50%, with the highest being Andrews elementary which has 84% students being categorized as "at risk."	Foundation Communities is able to support families with basic needs, (food insecurity, lack of housing, financial instability, etc.) which can impact academic and other outcomes. A full time Family Engagement Specialist (FES) allows us to maintain our commitment to a holistic approach to student and family support.
Science STAAR scores were among the lowest and showed some of the largest gaps. While the state average for students "at approaching grade level" is 81%, our campus scores range from 54%-72%.	We will provide more opportunities for science exploration through experiments and clubs. In addition, we will support school science fairs by providing educational support and materials for students to complete projects. Finally, we will offer space and time for students to work on experiments and analyze results.

**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.

Since students attending the feeder schools we serve score lower than their peers, Foundation Communities will engage students in a variety of educational activities, utilizing evidence-based curriculum and programs, at our housing based community learning centers. These activities will align with and reinforce school-day learning in order to promote improvements in grades and STAAR scores by at least 10% on average by the end of the grant period. In addition, the Family Engagement Specialist (FES) will work with families to provide basic needs support and resources for emergency financial relief, housing stability, food security, adult education and other needs, which may negatively impact desired academic outcomes.

**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**

In the first quarter, we will focus our efforts on improving both school-day and Learning Center attendance. Average Daily Attendance is positively correlated with student academic success as such, many of our feeder schools have identified both attendance and enrollment as areas of improvement; increasing these rates would have a positive impact on all our initiatives. These efforts are part of an ongoing recruitment and retention plan which is to be updated regularly by each Learning Center. We will review report cards and make individualized plans for students based on their initial report cards. Finally, we will review attendance data to identify students at risk for absenteeism and refer them to the FES who will provide support to families to ensure students have the best academic outcomes.

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

We will reviewing past student STAAR scores in comparison to others not served by the grant. We will incorporate more STAAR prep for student performance in subject matter where they scored low the previous year or currently have low grades on report cards. In addition, we hope to receive positive feedback from students, parents, and teachers, regarding feelings of support, students' access to resources, and their ability to meet academic goals.

**Third-Quarter Benchmark**

We will continue to review grades and STAAR results and by this time expect to see an improvement among the students who regularly participated at the Learning Center in comparison to their peers. We expect to see better rates in school attendance and higher academic outcomes (grades, test scores), with the majority receiving scores within a ten-point range or higher of the average.

**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.

All program activities will be monitored throughout the school year through teacher and program staff surveys, self-assessments, independent evaluation tools, feedback from students and parents, and observations of the Site Coordinator and Project Director. These assessments will be used to determine need and areas of improvement. The Center will monitor children's academic performance year-round, through report cards, progress reports, STAAR results, and regular conversations with students, their teachers, and parents. Staff will work to make individualized plans for each student and make adjustments to those plans as needs change with each report card.

At the end of each semester, each Learning Center team, including their teacher liaison, will meet to review and analyze our ongoing initiatives. We will make necessary adjustments as we move forward, reevaluating our use of resources, techniques and approaches, to achieve our SMART Goal and in the process and make any necessary changes to curriculum and programing. We will bring the results of these updated plans to each of the respective principals to ensure alignment with their efforts and that our initiatives are supplemental to those of our feeder schools.

The Project Director will provide opportunities for feedback from school staff and administrators, parents, and other partners. Meetings with school representatives will provide the opportunity for stakeholders to review common goals, ensure alignment, and ensure we are leveraging resources to our greatest advantage. In reviewing our SMART Goal, our approach, and the outcomes of those initiatives regularly, we can collectively make adjustments and changes with input from those most knowledgeable about these students.

On an annual basis, the results from the local evaluation and the resulting changes will be shared with all stakeholders involved in the project.

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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.

The Campus Needs Assessment was conducted to identify the needs of students and assets of each school in order to develop the best set of activities for the students and families at each campus. Site Coordinators were also asked to identify a priority level for each need. Stakeholders reviewed the Campus Improvement Plan to understand the campus' academic achievement levels and their goals and objectives to improve performance. Key school staff, including principals were asked to identify their concerns and academic and social needs of students at their school and in the surrounding communities. Family needs assessments were facilitated by Foundation Communities (FC) staff working directly with families in FC communities. Many of these households are economically disadvantaged ,working families, typically headed by a single parent. Foundation Communities has provided over 20 years of services from staff and professionals who are trained and have expertise working with economically disadvantaged families of diverse backgrounds. A community assessment was completed to determine the other out of school programs in the neighborhoods, there are some paid day care centers, but the fee can often make those options inaccessible to parents. Overall, current available programming does not provide continuous support for students and are not easily accessible for working parents and families. Once assessments were completed, staff met to review and evaluate the data from the campus needs assessment, feedback from parents and teachers, and evaluation of community programs. To help prioritize the multiple needs, the Project Director focuses on each campus' academic needs to guide programming. Priority is given to areas that are reflected on academic reports, STAAR scores, and report cards. The data from each campus will be synthesized to develop a program plan of activities for each year and will integrate and coordinate with each Campus Improvement Plan and available neighborhood programming outside of school.

All Community Learning Centers (CLC) are located in apartment communities for low-income, working families. A majority of the units are affordable for working families earning 50% of Austin's Area Median Income (currently \$48,800 for a family of four). As the poverty rate has increased in Austin, the development of new affordable housing units for families has slowed and rents have increased. The goal of the Community Learning Centers (CLC) in each apartment community is to help families truly succeed by dramatically reducing the strains on a typical working family's budget, while providing targeted educational and support services at no cost. What makes each CLC unique, however, is that the services, specifically the educational opportunities, are targeted to the needs of each local campus. This upcoming school year we plan to serve Oak Hill, Casey, Campbell, and St. Elmo Elementary Schools-- each of these campuses earned an accountability rating of "C" last school year. While Andrews Elementary received an "F" rating. The number of economically-disadvantaged (ED) students varies by campus, however, our programs plan to serve 10% of the ED students from Oak Hill EL, 15% of ED students from Casey EL, 14% from Andrews EL, 27% of Campbell EL students and 58% of St. Elmo's ED students.

Communication between schools and programs will be key to ongoing assessment and referral. Principals, teachers, and school staff have been asked to refer students in need of additional academic assistance to the afterschool program. FC Staff who are aware of young residents' academic difficulties also participate in identifying children in need of academic supports from the 21st CCLC. Flyers and brochures invite parents of struggling youth to refer them to the program.

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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.

Foundation Communities' out of school time programming and family support services are developed through assessment of participant needs, assessment of community services, and data collected about the school and students. Among objective data reviewed are students' attendance and academic records, such as grades and standardized test scores, reports of disciplinary action, as well as, the needs of economically disadvantaged students, students who are ELL, and those who come from racially-diverse backgrounds. This information is used to develop programming for students that supports their out of school time learning, both afterschool and during the summer.

FC's academic support programs are designed in reference to evidence-based evaluative research:

- The program will be assessed regularly based on the Texas High Quality Standards for Afterschool, Summer and Expanded Learning Programs. This comprehensive assessment tool, developed by the Texas Partnership for Out of School Time, gauges alignment to high-quality programming and whether standards are met, and helps the Project Team assess, plan, and improve areas of the program based on research-based best practices.
- Curriculum Associates' I-Ready is a structured reading and math support program used in our out of school time programs. The curriculum comes highly recommended by reading specialists as proven tool in assisting struggling readers to improve reading scores.

Foundation Communities plans to evaluate and assess the success of its programming based on established performance measures, including: 1) number of hours services are provided; 2) number of children enrolled (overall); 3) average daily attendance (rate); 4) number and proportion of parents or other caretakers engaged in Adult Education opportunities; 5) number and proportion of children whose grades improve; 6) number and proportion of children whose school day attendance improves; 7) proportion of students who pass or improve scores on all STAAR tests for their grade; 8) proportion of students who are promoted to the next grade level; 9) the number of students whose teachers report improvement in homework completion and behavior in class; 10) level of school involvement/connection based on number of meetings, joint program activities and communications; and 11) responses to focus groups and satisfaction surveys.

SMART Goal: Students who attend the Learning Center regularly will pass or improve their scores in the state assessment after regular participation in the program for at least one school year.

All program activities will be monitored throughout the school year through teacher and program staff surveys, self-assessments, independent evaluation tools, feedback from students and parents, and observations of the Site Coordinator and Project Director. These assessments will be used to determine need and areas of improvement. The Center will monitor student academic performance year-round, through report cards, progress reports and regular conversations with students, teachers, and parents.

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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 Project Director, Site Coordinators, and principals have met to discuss the vision and key goals for the students of the school, during out of school time programming and for family services provided through each school. The group also explored plans for effective collaborations to ensure the most support and access to services for students and families and reduce the frequency of service duplication. Each elementary administration and school staff are key stakeholders, and will take part in regular meetings regarding key goals and vision. Additionally, each Learning Center Site Coordinator is already a member of the Campus Advisory Council to ensure that the project aligns with the goals of the school. The Project Director and Site Coordinators will use the Campus Needs Assessment to understand student and campus needs. This project team which includes a dedicated teacher liaison from each feeder school will also receive feedback from parents through one on one interviews, focus groups, family needs assessments, and surveys. Assessments will help determine program design, ground activity offerings, and inform needs for academic support. They will also help Site Coordinators provide the best and most supportive out of school time activities that reinforce both students' and parents' needs.

The project team will develop lesson plans and activities that align with the school day. Planning will involve working with the school teachers and staff to identify key skills that need to be mastered and ways to address those needs in academic and enriching activities. Staff will utilize the Texas Essential Knowledge and Skills state standards (TEKS) for each grade level in planning activities. Activities will be planned using the ACE Activity Lesson Plan worksheet, lesson plan template, and guide. Various instructional methods outside of those used in the classroom will be utilized. This guide helps to ensure that activities will be balanced, offering activities from each component: Academic Assistance, Enrichment, Family and Parental Support and College and Workforce Readiness. The planning tool will also help project staff to support the overarching goals of the project by using best practices for the age and grade level of students. Using these tools will help staff to develop lessons and program activities that are hands-on, academically-related, and align with TEKS. Activities may include use of i-Ready, an online reading and math support program to improve STAAR reading and math scores. Academic assistance involves homework help and a variety of enrichment programs. Green and Healthy, a wellness and environmental education curriculum created by Foundation Communities will be included. Additionally, we will provide enrichment opportunities through partners such as Creative Action for SEL learning activities, ICO (Inspiring Connections Outdoors) for nature and exploratory field trips. Foundation Communities will also hire certified school day teachers to provide homework assistance as well as reading specialists to provide targeted interventions. One hired teacher from each feeder school will serve as a liaison between the school and each learning center to enhance communication and alignment.

The project staff will use other methods to ensure that all program activities are designed intentionally and are meeting the needs of the students to achieve student outcomes and have positive results for family participants. FC will also use pre- and post-assessments for many of the student activities, to measure whether or not students are achieving desired outcomes. Each semester, students will set goals with the program staff and be assessed each quarter to identify patterns of growth. Other pre- and post-assessments will be designed and utilized to show improvement in academic skills, personal growth, and behaviors. In addition, the project staff will determine SMART goals for each activity and theme, to ensure the activity meets specific, measureable, realistic, and timely goals and objectives. Program staff and school staff and administration will intentionally recruit students to participate in program activities that are designed to address their identified needs.

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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

Foundation Communities will partner with Austin ISD and its elementary schools to hire certified teachers to provide homework assistance and targeted academic assistance, as well as conducting the project evaluation. M Station Center will partner with Campbell Elementary School. St. Elmo Neighborhood Learning Center will partner with St. Elmo Elementary School. Vintage Creek Center will partner with Andrews Elementary School. Trails at the Park Center will partner with Casey Elementary and Southwest Trails Center with Oak Hill Elementary.

Foundation Communities will partner with the following organizations to deliver comprehensive programming:

- Creative Action will provide art lessons, team-building games, and inquiry-based projects that will engage students in learning critical academic and SEL skills that include critical thinking, empathy, creative expression, communication, conflict resolution, leadership, and literacy. Students will create original films, paint murals, or perform original plays, using the creative arts to actively engage students in exploring age-appropriate social issues, building an appreciation for diversity, and learning how to make a positive difference in their communities.
- Sierra Club's Inspiring Connections Outdoors program utilizes trained volunteers to provide opportunities for Foundation Communities' students to participate in outdoor adventures and environmental science education through three outings a year, in the fall, spring, and summer.
- The local public libraries will provide in-person or virtual opportunities for summer reading programs and field trips.
- Educational field trips will be taken during summer months to local colleges/universities, museums and parks.

The learning centers are also designed to support the entire family, through a centralized and convenient location for families to find assistance, resources, and educational opportunities for themselves. In addition to family engagement events, parent workshops and volunteer opportunities, parents and families may take part in a monthly food pantry, find referrals for other community providers for financial or medical assistance through on-site case managers and resident service staff as well as access free tax preparation. Many families living at Foundation Communities' housing are challenged for financial resources due to living on a single income. The program will provide financial literacy programs such as money management which assists parents in creating a budget, managing debt, saving for the future and meeting with a financial coach to create a financial plan. FC offers a program called Free Minds, a college level humanities course for college credit, which is team-taught by faculty from The University of Texas at Austin and Austin Community College (ACC). Classes are held in the evenings twice weekly, making it convenient for working families to attend. Tuition, books, child care and other support services are provided without charge. Students who complete the program earn six credit hours from ACC; the program is designed for low income individuals who have not attended college or may have had barriers accessing higher education. Through a partnership with Austin's Literacy Coalition, FC offers free English as a Second Language classes weekly and digital literacy classes for parents and other adult residents.

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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.

Recent research on out of 21st Century funded out of school time programs demonstrates that students who regularly participate in Community Learning Centers improve their school attendance, school engagement, health-related behaviors, and math and reading achievement. (Neild, R.C., Wilson, S.J., & McClanahan, W. (2019). FC community learning centers have developed out of school time programs based on this research. 5 Austin ISD Elementary Schools will be served through this funding if awarded. FC has a data sharing agreement in place with the district to collect valuable student information such as grades, behavior referrals, and promotion rates. Additionally, on-site support staff communicate regularly with school day staff to ensure alignment and academic support between school and out of school time programs. FC utilizes curriculum that is evidence- and researched-based in its out of school time programs. Physical activity and health are emphasized through utilization of the CATCH ( Coordinated Approach to Child Health) Curriculum. CATCH is based on the CDC Whole School, Whole Community, Whole Child model in which health education and the creation of a healthy school environment and family/community involvement work together to support youth in a healthy lifestyle. Evaluations of CATCH demonstrated that 60 minutes of physical activity per day (achieved via participation in physical education, recess, and classroom movement activities) improved math and reading achievement amongst elementary students.(Murray N, Garza J, Diamond P, et al. Physical activity improves academic achievement in elementary school children.) Curriculum Associates' i-Ready program supports our students in reading and math. Curriculum Associates, in partnership with the Educational Research Institute of America (ERIA) collected data from more than 30,000 students across nine districts in Texas. These districts provided a general representation of the state in terms of factors such as urbanicity, race/ethnicity, and socioeconomic status. The research study found a strong correlation between i-Ready Diagnostic scores and scores on the STAAR administered during the 2018–2019 school year. In 2019, 67% of FC participants showed gains of one reading level or more.

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.

Each of the community learning centers are located at Foundation Communities housing communities. The majority of students live at these communities or in close proximity to the school that they attend.

Students from Oak Hill Elementary are transported home and to their afterschool program at the learning center by school bus provided by the district.

Students from St. Elmo, Andrews, Campbell, and Casey Elementary schools are transported to the afterschool programs at the learning centers by transportation provided by parents or guardians or by walking home with program staff. A safe walk home to the afterschool program is provided at each of these locations by out of school time staff using the walking school bus model. Each staff member is trained on the walking school bus model at the beginning of each school year and at the time of each new hire.

At the time of enrollment, parents indicate how their student will arrive at the community learning center each day afterschool and how they will go home. Either by parent/guardian pick up or they will walk home to their apartments. If needed, they grant permission for our students to walk home with our program staff.

During the summer months, students are either dropped off and picked up by parents or guardians or they walk home at dismissal time.

Lists are created to identify the plan for arrival and dismissal for each student. Safety policies are reviewed and followed to ensure safety of students at start and end of each program day.

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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.

Information about the 21st Century CLC will be provided verbally and in writing (i.e. flyers, brochures, monthly newsletters and announcements) to the parents of prospective students and/or to students themselves by the Leasing and Resident Services Staff at the apartment community, as well as to School staff and teachers. All information provided will feature the ACE (Afterschool Centers on Education) logo, so that the program becomes identifiable to youth and adult residents of the community.

All written information will be available in the languages used and understood by the children and families of the community. The information will also be provided to individuals with disabling conditions (i.e., deaf or blind) in the communication formats they routinely use, including sign language and Braille. Center staff will conduct outreach to ensure all children and their families in these complexes are aware of the afterschool and summer programs, and the academic supports and enrichment experiences these programs provide.

Monthly newsletters and informational brochures will be given to all residents of the community, featuring student activities, adult education classes, and family engagement events. This information will also be provided to the school and other neighborhood youth programs in the area. At least once each fall and summer, the centers will provide an Open House event to inform and engage all resident families, in an effort to increase the Center's exposure and promote children's involvement in its programming.

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.

Foundation Communities will coordinate with the Austin Independent School District (AISD) to ensure that its 21st Century CLC program is well aligned with the efforts of the school district under Title I as well as other federal programs, and that it meets compliance and standards set forth by the district. Foundation Communities will coordinate efforts with other local 21st CCLC/ACE programs to share resources, curriculum, training/professional development opportunities, as well as guidance on general program oversight and management.

Case Managers, Resident Services staff, and the Family Engagement Specialist will work to provide participants with referrals and resources in the local community. The project staff will also bring medical and health resources to the community, such as medical/dental screenings and health and wellness programs for families. Foundation Communities will also work with local afterschool providers, youth program services, and adult education providers in the Austin community in order to provide specialized programs and educational opportunities for both youth and adults, including:

- Creative Action will provide fine arts enrichment classes
- Sierra Club will provide environmental and outdoor education activities
- Literacy Coalition of Austin, BookSpring, Geri's Locker will provide parent and child literacy support and materials
- The University of Texas at Austin and Austin Community College will offer a college-level course for parents

Through FC's Health Initiatives healthy food pantries, health screenings and fitness programs will be provided.

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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.

Foundation Communities has a broad base of support from government grants, private and corporate foundations, and individual donors. During the years the CLC receives support from TEA, Foundation Communities will continue to grow this base of support, with a particular emphasis on educating foundations and private donors on the many benefits of out of school (afterschool and summer) programs for local low-income and high-risk students. With a dedicated staff available to raise funds and an earned revenue funding stream, Foundation Communities is uniquely positioned to develop and implement a targeted strategy to continue the work of the CLC after TEA funding has ended. The fundraising team will use the results from the evaluation of the project and the positive student outcomes achieved to develop a case for ongoing support of the CLC. They will continue to share our success stories and data with government entities, current foundation supporters, and individual donors who will be encouraged to increase their investment. Specifically, they plan to approach those funders from which Foundation Communities currently receives strong support - the Michael and Susan Dell Foundation and St. David's Foundation, to name a few. They will also use these success measures to introduce new funders and leverage new sources for this important project. The Executive Director and Director of Education will support these initiatives by talking directly to funders and providing in-depth information about the programming and its successful results. In addition to sustaining the program through fundraising, Foundation Communities also expects to channel discretionary funds from earned revenue into this critical CLC initiative. As a housing provider, 80% of the organization's budget comes from apartment rental (total of more than 3500 units). This earned revenue allows us to channel some discretionary funds into sustainable initiatives that have proven valuable, such as the ever-expanding and critical Learning Center initiatives.

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)

Volunteers are recruited through Foundation Communities' Volunteer Engagement Team. Currently, the organization's Volunteer Coordinator will recruit volunteers, including seniors, through retired teachers associations, businesses, colleges and universities, and local civic and service organizations.

Those who are interested in becoming volunteers at the Community Learning Centers will be screened and then proceed to a criminal background check through Department of Public Safety (DPS) and the National Sex Offender Registry. Potential volunteers will be asked about their areas of interest as a volunteer and may be utilized as homework assistants for subjects in which they have the appropriate academic skills, as mentors, guest speakers, and instructors of special interests. Once they have been screened and the background check is completed and cleared, they must attend a volunteer orientation which reviews the program's goals and objectives, child safety practices, review of current curriculum, and training on how to identify and report child abuse.

Volunteers who work with students become additional academic supports for the students. They monitor student progress and struggles as well as other indicators of academic success and encourage them in them in their future plans as well.

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

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

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

Program staff will regularly monitor the number of students enrolled in the program through the 21st CCLC tracking system. By tracking daily attendance, program staff can easily identify students at risk due to chronic absenteeism. Parents/families of these students will be contacted by the Site Coordinator and/or Family Engagement Specialist to identify reasons and offer support and solutions for absences. Regular communication with families and students will allow the Site Coordinator to stress to the families the importance and benefit of regular attendance in the program, as well as gather feedback on students' participation and attendance in the program. This best practice will allow staff to make ongoing improvements and adjustments to programming as necessary. Providing students with activities that are of interest and value to them is key to keeping them in the program, engaged and attending regularly. If students who are not regular attendees do not plan to return, the program staff will recruit new students to fill their spots, to maintain the program at capacity and ensure that as many students in the community can attend who are in need of the program for academic support.

Each Learning Center Coordinator will review weekly and monthly attendance reports to analyze the effectiveness of their recruitment and retention plans. Within the first semester of programming, at least 60% of the required number of participants for that Center should be regular attendees; by the end of the second semester we anticipate that 100% of students enrolled will attend regularly. Coordinators will take steps to update their plans if these 60% attendance goals are not met by the end of the Fall semester.

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.

Foundation Communities' Community Learning Centers programs aligns with the Austin ISD school calendar. All afterschool programs will begin when school starts, and end when school ends at the close of the year. We have found, based on surveys, that the programs meet the needs of working parents by offering programming that follows the school calendar, and accommodating parents who may work until 5pm or later or in some cases, have multiple shifts and must rely on an older sibling or family member to care for their child. The afterschool program will be offered 5 days a week, Monday through Friday, for 15 hours each week from 3:00pm-6:00pm.

While summer learning loss impacts all students, those without summer learning opportunities are most especially impacted. As such, Foundation Communities will operate a 6-week summer program at the Community Learning Centers, with expanded hours of 5 hours each day, 10 a.m. to 3 p.m., from Monday through Friday. The programming will provide students with additional academic support in core subject areas and include enrichment and additional field study trips when available. FC provides a long summer schedule to ensure that students are provided with continuous learning and educational opportunities throughout the entire summer. The afterschool and summer program at the Community Learning Centers will operate a total of 39 weeks throughout the school year and summer combined.

The Community Learning Centers will be staffed during all operating hours by a full time Learning Center Coordinator and team of part-time Youth Program Assistants, to maintain a 10 to 1 student to staff ratio.

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**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" value="Students"/>	Barrier	<input type="text" value="Students who are visually or hearing impaired."/>
Group	<input type="text" value="Parents"/>	Barrier	<input type="text" value="Parents who have limited, if any, English proficiency."/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Students with limited English skills."/>
Group	<input type="text" value="Students"/>	Barrier	<input type="text" value="Students living in neglectful or abusive situations."/>

**11. PNP Equitable Services**

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

- Yes  No

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

Are any private nonprofit schools participating in the grant?

- Yes  No

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

**Assurances**

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

**Equitable Services Calculation**

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

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**12. Request for Grant Funds**

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

**Payroll Costs**

1.	Project Director	\$60,000
2.	Coordinators	\$230,000
3.	Family Engagement Specialist	\$45,000
4.	Teachers	\$20,000
5.	Enrichment Instructors	\$15,000

**Professional and Contracted Services**

6.	AISD	\$15,000
7.	Creative Action	\$2,500
8.		
9.		
10.		

**Supplies and Materials**

11.	Program Supplies	\$5,000
12.		
13.		
14.		

**Other Operating Costs**

15.	Field Trips	\$5,000
16.	Other Operating Costs	\$5,000
17.		

**Capital Outlay**

18.		
19.		
20.		

Direct and indirect administrative costs:

**TOTAL GRANT AWARD REQUESTED:**

**For TEA Use Only:**

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**Appendix I: Negotiation and Amendments**

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

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

***You may duplicate this page.***

For amendments, choose the section you wish to amend from the drop down menu on the left. In the text box on the right, describe the changes you are making and the reason for them.

Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

Section Being Negotiated or Amended	Negotiated Change or Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	

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**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 07, 2021**

NOGA ID

Application stamp-in date and time

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

Competitive grant applications and amendments to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov)

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

**Grant period:** From  to  **Pre-award costs:**  permitted for this grant

**Required attachments:**

**Amendment Number**

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

**1. Applicant Information**

Name of organization

Campus name  CDN  Vendor ID  ESC  DUNS

Address  City  ZIP  Phone

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**2. Certification and Incorporation**

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

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

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

Authorized Official Name  Title  Email

Phone  Signature  Digitally signed by Julian Huerta Date: 2021.01.05 16:06:32 -06'00' Date

Grant Writer Name  Signature  Digitally signed by Erika Gonzalez Date: 2021.01.05 13:38:23 -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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## Center Operations Schedule

County-district number or vendor ID:

### Part 2: Center Overview Table

In the chart below, applicants must enter information on each of the proposed centers. Applicants must ensure that the center number entered in the chart below is the same as that used in the Center Operation charts that follows (Part 3).

Center #	9 Digit campus ID #	Name of Center/Host Site, Physical Address, City, ZIP, Program Contact Phone	# of Feeder Schools	Grade Levels Served (PK to 12)	Proposed "Regular" Student target to be served 30 or 45 days or more annually	Proposed Parent/Legal Guardian Target
1		St Elmo Neighborhood Project Learning Center	1	K-5th	150	70
2		Trails of the Park Learning Center	1	K-5th	60	30
3		Trails at Vintage Creek Learning Center	1	K-5th	50	25
4		M Station Learning Center	1	K-5th	45	20
5		Southwest Trails Learning Center	1	K-5th	40	20
6						
7						
8						
9						
10						

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Applicant will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 1	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center		St Elmo Neighborhood Project Learning Center, 4320 S Congress, Austin, 78745					K-5th	150	70			
Feeder	227901136	St Elmo Elementary, 600 W St Elmo Rd, Austin, 78745					K-5th					
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			9/6/21			12/10/21			13			
Spring Term			1/10/22			5/13/22			18			
Summer Term			6/6/22			7/15/22			6			
Total number of weeks:									37			
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			3pm	6pm			3pm	6pm	10am		3pm	
Tuesday			3pm	6pm			3pm	6pm	10am		3pm	
Wednesday			3pm	6pm			3pm	6pm	10am		3pm	
Thursday			3pm	6pm			3pm	6pm	10am		3pm	
Friday			3pm	6pm			3pm	6pm	10am		3pm	
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				25			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>	Monthly family events, quarterly CAC meetings, special events Offered: ESL classes, food pantries, financial coaching, fitness classes											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>													
Center 2	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center		Trails of the Park Learning Center, 815 W Slaughter Ln, Austin, 78748					K-5 <sup>th</sup>	60	30				
Feeder	227901173	Casey Elementary, 9400 Texas Oaks Dr, Austin 78748					K-5 <sup>th</sup>						
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				9/6/21			12/10/21			13			
Spring Term				1/10/22			5/13/22			18			
Summer Term				6/6/22			7/15/22			6			
Total number of weeks:										37			
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			3pm	6pm			3pm	6pm	10am		3pm	3pm	
Tuesday			3pm	6pm			3pm	6pm	10am		3pm	3pm	
Wednesday			3pm	6pm			3pm	6pm	10am		3pm	3pm	
Thursday			3pm	6pm			3pm	6pm	10am		3pm	3pm	
Friday			3pm	6pm			3pm	6pm	10am		3pm	3pm	
Saturday													
Sunday													
<b>Total Hours Per Week:</b>	15				15				25				
<b>Adjunct Sites, If applicable (site name and full address)</b>													
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)													
<b>Parent/Legal Guardian Activities</b>		Monthly family events, quarterly CAC meetings, special events Offered: ESL classes, food pantries, financial coaching, fitness classes											

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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		Trails at Vintage Creek Learning Center, 7104 Northeast Drive, Austin, 78723					K-5 <sup>th</sup>	50	25			
Feeder	227901102	Andrews Elementary, 6801 Northeast Dr, Austin, 78723					K-5 <sup>th</sup>					
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			9/6/21			12/10/21			13			
Spring Term			1/10/22			5/13/22			18			
Summer Term			6/6/22			7/15/22			6			
Total number of weeks:									37			
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			3pm	6pm			3pm	6pm	10am		3pm	3pm
Tuesday			3pm	6pm			3pm	6pm	10am		3pm	3pm
Wednesday			3pm	6pm			3pm	6pm	10am		3pm	3pm
Thursday			3pm	6pm			3pm	6pm	10am		3pm	3pm
Friday			3pm	6pm			3pm	6pm	10am		3pm	3pm
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				25			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		Monthly family events, quarterly CAC meetings, special events Offered: ESL classes, food pantries, financial coaching, fitness classes										

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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		M Station Learning Center, 2906 E Martin Luther King Jr Blvd, Austin, 78702					K-5 <sup>th</sup>	45	20			
Feeder	227901111	Campbell Elementary, 2613 Rogers Ave, Austin, 78722					K-5 <sup>th</sup>					
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		9/6/21			12/10/21			13				
Spring Term		1/10/22			5/13/22			18				
Summer Term		6/6/22			7/15/22			6				
Total number of weeks:								37				
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			3pm	6pm			3pm	6pm	10am		3pm	3pm
Tuesday			3pm	6pm			3pm	6pm	10am		3pm	3pm
Wednesday			3pm	6pm			3pm	6pm	10am		3pm	3pm
Thursday			3pm	6pm			3pm	6pm	10am		3pm	3pm
Friday			3pm	6pm			3pm	6pm	10am		3pm	3pm
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				25			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		Monthly family events, quarterly CAC meetings, special events Offered: ESL classes, food pantries, financial coaching, fitness classes										

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 5	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center		Southwest Trails Learning Center, 8405 Old Bee Cave Road, Austin, 78735					K-5th	40	20			
Feeder	227901148	Oak Hill Elementary, 8405 Old Bee Cave Rd, Austin, 78735					K-5th					
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			9/6/21			12/10/21			13			
Spring Term			1/10/22			5/13/22			18			
Summer Term			6/6/22			7/15/22			6			
Total number of weeks:									37			
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			3pm	6pm			3pm	6pm	10am		3pm	3pm
Tuesday			3pm	6pm			3pm	6pm	10am		3pm	3pm
Wednesday			3pm	6pm			3pm	6pm	10am		3pm	3pm
Thursday			3pm	6pm			3pm	6pm	10am		3pm	3pm
Friday			3pm	6pm			3pm	6pm	10am		3pm	3pm
Saturday												
Sunday												
<b>Total Hours Per Week:</b>	15				15				25			
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>		Monthly family events, quarterly CAC meetings, special events Offered: ESL classes, food pantries, financial coaching, fitness classes										

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 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												
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												
Spring Term												
Summer Term												
Total number of weeks:												
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												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 7	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
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												
Spring Term												
Summer Term												
Total number of weeks:												
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												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												



Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center #	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
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												
Spring Term												
Summer Term												
Total number of weeks:												
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												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)						Program Year 2021-2022						
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 9	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP				Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target				
Center												
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												
Spring Term												
Summer Term												
Total number of weeks:												
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												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

Texas ACE Center Operations Schedule (one per center)							Program Year 2021-2022					
<i>(Part 3) Grantee will enter information for the approved Center. Center information should be entered in the same order as included in the approved application.</i>												
Center 10	9 Digit campus ID #	Name of Center/Feeder School, Physical Address, City, ZIP					Grade Levels Served	Proposed "Regular" Student Target	Proposed Parent/Legal Guardian Target			
Center												
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												
Spring Term												
Summer Term												
Total number of weeks:												
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												
Tuesday												
Wednesday												
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Friday												
Saturday												
Sunday												
<b>Total Hours Per Week:</b>												
<b>Adjunct Sites, If applicable (site name and full address)</b>												
<b>Special Schedules</b> (i.e., Jump Start, Remote Instruction, Saturday Events, Field Trips)												
<b>Parent/Legal Guardian Activities</b>												

**AUSTIN INDEPENDENT SCHOOL DISTRICT  
SERVICE AGREEMENT**

THIS AGREEMENT is entered effective August 1, 2021, through July 31, 2022 between Foundation Communities, Inc. herein called "FC" and the Austin Independent School District, herein called "District." The agreement is effective only upon notification of the grant award by the Texas Education Agency, herein called "TEA", for Cycle 11 of the Texas 21<sup>st</sup> Century Community Learning Centers Grant Program, herein called "CCLC".

FC has applied for federal 21<sup>st</sup> CCLC grant fund from TEA to provide out-of-school programs for students of three Title I schools; namely, Andrews Elementary School, St. Elmo Elementary School, Campbell Elementary School, Oak Hill Elementary School, and Casey Elementary School (the "Application").

WHEREAS, FC desires for the District to provide certain services in furtherance, and to meet the requirements of Grant Program.

NOW, THEREFORE, in consideration of the mutual promises expressed herein and other good and valuable consideration, the sufficiency of which is acknowledged by FC and the District, the parties hereby agree as follows:

1. Foundation Communities agrees to contract with the District and the District agrees to perform in a manner satisfactory to Foundation Communities the following services: monitor the collection of certain data for inclusion in TEA reports and prepare TEA evaluation reports in accordance with the application and the requirements of the grant program. Such services are to be performed for the following schools: Andrews Elementary, Campbell Elementary and St. Elmo Elementary
2. Compensation: FC agrees to pay the District for the above services when satisfactorily performed. A payment in the amount of Fifteen Thousand and Zero Dollars (\$15,000) shall be paid by FC to the District.
3. Termination of Contract: The District shall have completed all work covered by this Agreement and this Agreement shall terminate unless extended by written mutual agreement of the District and FC at the time final service is *completed* as indicated in paragraph 2 herein. This Agreement may be terminated by the FC or the District for any reason by giving written notice of such termination within thirty (30) days of the effective date of the termination.
4. Hold Harmless Agreement: It is agreed that the District shall be solely responsible for payment of its employees and shall provide, if required, worker's compensation and public liability insurance to protect itself from liability for injuries or damages to its employees and shall further be solely responsible for the withholding and/or payment of any taxes or contributions imposed by any federal, state or local governmental entity by the reason of employment. The District agrees to hold FC harmless from any and all liability that the District may incur, including without limitation, damages of every kind and nature, out-of-pocket costs and legal expenses, incurred by reason of the District's negligence or breach of this contract.
5. Entire Agreement: This Agreement contains the entire agreement of the parties with respect to the subject matter of the Agreement. No agreement, statement, or promise made by any party or to any employee, agent, or officer of any party, that is not contained in this Agreement shall be valid, binding, or of any force or effect. Any amendments to this Agreement must be in writing.

6. Original Invoice: The District agrees to send an original invoice requesting payment for performance of this contract to: **Foundation Communities, 300 IH 35, Austin, Texas 78704, Attention: Erika Gonzalez**. The District acknowledges that payment for said services will not be processed without receipt of a valid invoice.
7. Felony Conviction Notice: State of Texas Legislative Senate Bill No. 1, Section 44.034, Notification of Criminal History, Subsection (a), states “a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony.”

Subsection (b) states “a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract.”

This notice is not required of a publicly-held corporation.

8. Governing Law: This Agreement shall be governed by the laws of the State of Texas.
9. FC agrees to abide by all local ordinances and state and federal laws in the provision of its services, activities or programs to the District, including but not limited to, the Americans with Disabilities Act, 42 USC § 12111, *et seq.*, 29 CFR § 130.1, *et seq.*; Section 504 of the 1973 Rehabilitation Act, 34 CFR § 104.1, *et seq.*; the Family Educational Rights and Privacy Act, 20 USC § 1232g, *et. seq.*, 34 CFR § 99.1, *et seq.*; Title IX of the Education Amendments of 1972, 20 USC § 1681 *et seq.*, 34 CFR § 106.1 *et seq.*

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on **January 5<sup>th</sup>, 2020.**

FOUNDATION COMMUNITIES, INC.

By: Erika Gonzalez

Date: 1/5/2021

Tax I.D. 74-2563260

AUSTIN INDEPENDENT SCHOOL DISTRICT

DocuSigned by:  
 By: Holly Williams  
BFEA420E666744B...  
 Director of Department of Program Evaluation

Date: 1/5/2021

By: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



## Memorandum of Agreement

This agreement is entered effective August 1, 2021 through July 31<sup>st</sup>, 2022 between Creative Action (CA) and Foundation Communities (FC). The agreement is effective only upon notification of the grant award by the Texas Education Agency (TEA) for Cycle 9 of the Texas 21<sup>st</sup> Century Community Learning Centers Grant Program (CCLC).

FC will be applying for federal 21<sup>st</sup> CCLC grant funds from TEA to provide out-of-school programs for students of three Title 1 schools; namely Andrews Elementary School, St. Elmo Elementary School, Campbell Elementary School, Oak Hill Elementary School, and Casey Elementary School. Upon receiving the requested funds, FC and CA will enter into a collaboration to provide out-of-school programs to meet the requirements of the Texas ACE Grant Program and benefit the school communities as stated in the grant request for application.

### Foundation Communities agrees to:

- Recruit and Enroll Students into our Afterschool and summer Programs
- Provide Staff Support during lessons and activities
- Provide space for lessons and activities
- Provide and Materials/Supplies as needed.

### Creative Action agrees to:

- Provide 3-week sessions in the summer per site where an instructor works with groups.
- Lead one Family Event at each site.
- Provide creative arts lessons in the form of: Story Book Theater, Creative Writing Programs, Digital Media, etc.
- Engage students in learning creative arts skills, building self-confidence, and exploring critical life skills and age appropriate social issues.
- Provide an instructor to lead lessons and activities.

### Budget Included in 21<sup>st</sup> CCLC Grant:

1 Session x 3 weeks per session x 2 times per week =  
 6 Lessons x 1.5 hours each lesson x \$43 an hour =  
 \$ 387 per site x 5 sites = \$1,935

Family Event (one hour prep + one hour activity) =  
 \$86 x 5 sites = \$430

Additional supplies and materials \$135

**Total \$2,500**

This agreement can be voided by either party within a 30-day written agreement.

As indicated by our signatures, we agree to follow the guidelines of this grant per state and federal guidelines outlined in the grant program.

  
 Foundation Communities

  
 Creative Action

11/6/2021  
 Date

1/6/2021  
 Date